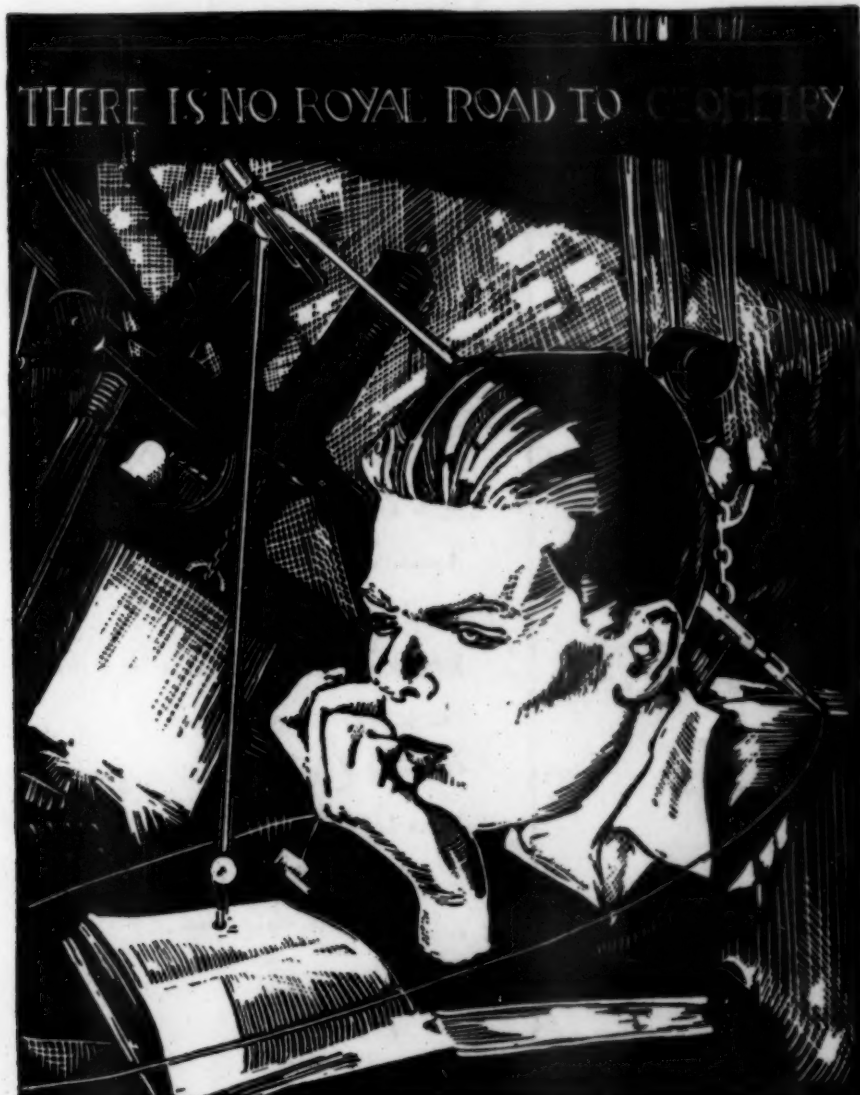


SCHOOL LIFE



February
1937

Vol. 22 • No. 6



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Official Organ of the Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

1832

WRITE TO:

The Office of Education,
U. S. Department of the
Interior, Washington,
D. C., for published
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Elementary Education

Secondary Education

Colleges and Professional
Schools

School Administration

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School Legislation

Exceptional Child
Education

Rural School Problems

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Group Education

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Physical Education

Rehabilitation

Teacher Education

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Industrial Education

Educational Tests and
Measurements

Comparative Education

Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, September through June. SCHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.



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Our Goal



THE United States Office of Education as it functions under our laws would be impossible under any other than a democratic form of government. It is an office of research and service. We have no national program of education to impose on State and local authorities. Our goal, like that of the individual, is to make of this land we love, not only a haven of freedom and self-respect, but a land where the fullness of life is the heritage of all. We can do this in some measure through the cooperation of those actually in the field.

We seek to maintain the advances made in education and to promote further gains by organizing services centered in Washington which will bring to the attention of every State and local school and every parent and teacher in America the best thought and the most valuable experiences in all fields of education including the so-called cultural activities. That is the purpose of the Office of Education, in the United States Department of the Interior.

Seventy years ago (1867) the Office of Education was established as a Federal bureau in Washington. Seventy years have brought many changes. But the purposes of the Office of Education have been sustained through all the years. It is an office of research and service, seeking ever by the light of facts to diffuse knowledge to the Nation that even in its youth gave to posterity, the Washington and Lincoln whose birthdays, we this month commemorate.

The Office of Education enlists your constant helpfulness and cooperation in carrying forward these purposes.

J. W. Stordyke

Commissioner of Education.

"Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

GEORGE WASHINGTON

State Aid for Adult Education

THE accompanying tabulation shows in detail the answers received to questions asked through an inquiry of the Commissioner of Education to the 48 State departments of education.

The inquiry, sent about 3 months ago, sought information as to the amount of State funds authorized for adult education, other than those for matching Federal funds, for the year 1934-35 or 1935-36, or both. Other questions also relating to the administration of the State funds were asked. Replies were received from all States.

Practically every State reported some provision for adult education by the use of local funds, even if no State-aid programs were in effect. However, detailed information regarding the amount of local funds provided was not requested.

Fifteen States report that funds, as defined, were authorized for one or both years. Eleven of the fifteen stated the amounts for 1934-35 and the same number, although not the same States in all instances, for 1935-36. Another State (Wisconsin) reports on the amount of State funds for adult education, but they probably are used chiefly for matching Federal funds for vocational education.

In amount, the State fund authorized for the year 1934-35, upon which reports were made, varied from \$1,500 in Nevada to \$150,000 (approximately) in Pennsylvania. The median amount reported for that year was \$9,320.66. For the year 1935-36 the amounts reported ranged from \$500 in Nevada to \$1,700,000 in California, with a median of \$6,000. The amount authorized in Alabama was \$12,500 for each year, but the amounts actually made available by the State were \$7,500 for 1934-35 and \$4,500 for 1935-36.

The use of the State funds varies from the payment for a few hours of instruction per year to the support of a comprehensive daily program as, for example, the program maintained in California. Eight of the 15 States require localities to assist with the cost while the others do not. Parenthetically, it is interesting to note that the State with the most elaborate program of adult education does not require localities to assist with the cost.

Timon Covert, Specialist in School Finance, Office of Education, Reports on Amount of State Funds Authorized for Adult Education

State Aid for Adult Education in 15 States for Years Indicated,
With Relevant Information

State	Amount provided		Distribution	Funds provided by localities to match State funds
	1934-35	1935-36		
Alabama.....	\$7,500.00	\$4,500.00	To counties on basis of application and need; used to remove illiteracy.	None.
California.....	(²)	\$1,700,000.00	On the basis of average daily attendance. About \$82 for each person enrolled.	None.
Connecticut.....	\$44,674.62	46,500.00	On basis of \$2 per pupil in average daily attendance for 75 sessions of 1 hour each. Also used for directors' salaries.	Pay 1/2 of directors' salaries; not to exceed \$1,500.
Delaware.....	31,881.00	32,561.00	Through division of adult education, in charge of program throughout the State.	None.
Maine.....	9,320.66	(²)	To towns for evening schools that have been approved by the commissioner of education.	Required to pay 1/4 of the cost of instruction.
Massachusetts.....	68,350.62	(²)	Used for supervision and instruction of adult alien education classes.	Share the cost equally with the State.
Minnesota.....	6,000.00	6,000.00	To pay half the salaries of evening school teachers, with a limit of 75 cents per clock hour as the State's share.	Communities provide all facilities and 50 percent of teachers' salary.
Nebraska.....	None.	1,500.00	Used for salaries of directors and teachers.	None.
Nevada.....	\$1,500.00	\$500.00	To districts to the extent of \$1 per hour of instruction twice yearly.	Add to State funds in amounts from 50 to 100 percent in additional salaries for teachers.
New Jersey.....		8,422.25	To school districts with approved evening schools for foreign-born residents.	Share the cost equally not to exceed \$5,000.
Oregon.....	(²)	4,000.00	Used to administer program of Americanization work, including preparation of material, but not for pay of teachers.	None reported.
Pennsylvania.....	\$150,000.00	(²)	To school districts according to number of teacher-hours of extension school service maintained for adults during the year.	25 to 75 percent of funds come from local sources, depending partly upon population and partly upon ability and effort.
Rhode Island.....	8,000.00	8,000.00	To towns on basis of evening school attendance; in no case to exceed \$1,000 per town.	None.
South Carolina.....	15,000.00	(²)	\$4,000 for State office expenses; \$11,000 for teachers' salaries. Used chiefly to remove illiteracy and to teach good citizenship.	None, although some counties assist in one way or another.
Wyoming.....	4,500.00	4,500.00	On basis of need, educational and social.	None.

¹ These amounts paid on basis of fund available under operation of State budget act, although the State actually authorized \$12,500 for each of the years 1934-35 and 1935-36.

² Not reported.

³ Approximate amount.

⁴ Amount represents total expenditures.

⁵ \$3,000 appropriated for biennium 1933-35; \$1,000 for biennium 1935-37.

Inaugurating a President



★ *John H. Lloyd, Editorial Assistant, Office of Education, Describes America's Celebration in Washington, on Inauguration Day.*

THE weather man was right. January 20, 1937, was a cold, rainy day, but America had set aside that day to inaugurate a President, regardless of the weather, and the highlight feature of our democratic government took place as scheduled. Franklin Delano Roosevelt took oath of office as our Nation's Chief Executive for another 4 years.

Across Lafayette Park from the White House stands historic St. John's Episcopal Church. Before taking his first oath as President 4 years ago, Mr. Roosevelt went to this church for a service. In company with members of his family, the President on January 20 again attended a special prayer service in the same church

immediately preceding his second trip down Pennsylvania Avenue to the Capitol, to renew acceptance of responsibilities for leadership of our country.

Minister was teacher

The minister who officiated at the prayer service in St. John's Church was Rev. Endicott Peabody, of Groton, Mass., the teacher of Franklin Roosevelt at Groton School many years ago. He had officiated also at the wedding of Mr. and Mrs. Roosevelt, and in 1933 had conducted the service attended by Mr. Roosevelt. Rev. Peabody offered the following prayer for his former student and his President: "We make our humble supplications unto Thee for this Thy servant, upon whom is laid the responsibility for the guidance of this Nation. Let Thy Fatherly hand, we beseech Thee, ever be over him. Let Thy Holy Spirit ever be with him, and so lead him in the knowledge and obedience of Thy word that in the end he may obtain everlasting life."

President Roosevelt, riding from the White House to the Capitol, in an open-window automobile, saw the largest umbrella-and-raincoat-bedecked crowd gathered in one city at one time in many a day. He looked out upon the unfavorable elements and the many Americans from all over the United States who had come to pay tribute. To them he nodded his head, smiled, and waved his high silk hat, accepting their many cheers along the way.

It really was a most disagreeable inauguration day. Skies were overcast. A northeast wind blew a cold rain against the thousands of persons who had gathered in Washington and had ventured out for the occasion.

On the east plaza of the Capitol had gathered high Government officials, Members of Congress, the Cabinet, justices of the Supreme Court, and others. These, with relatives and friends of the President, witnessed the inaugural ceremonies from specially constructed stands, uncomfortably wet or damp, for the most

part. Newsreel and newspaper photographers clustered above the sea of umbrellas on three platforms, endeavoring to shield their photographic equipment from the rain and recording inaugural scenes for the Nation and history. The general public watched the proceedings from any point of vantage and comfort available.

Oaths taken

The ceremonies had begun. On the main inaugural stand John Nance Garner first took the oath—that of Vice President of the United States—administered by Senate Democratic Leader Joseph T. Robinson. This was the first time that a vice president of our country had taken oath of office in the same public ceremonies as the President.

Time came for America's incoming President to take oath of office for another 4 years. Here also was something happening for the first time in our history. A President was being inducted into office in the month of January, a custom to be followed in the future, due to a constitutional amendment. Charles Evans Hughes, Chief Justice of the United States, held the 200-year-old Roosevelt family Bible. Covered with cellophane as a protection from the driving rain, the Bible was opened at the Thirteenth Chapter of St. Paul's First Epistle to the Corinthians. This Epistle concludes with the well-known verse, "And now abideth faith, hope, and charity, these three, but the greatest of these is charity."

Holding up his right hand, and with his left hand on the Scripture, the Chief Executive of our country listened as Chief Justice Hughes slowly and emphatically said, "You, Franklin Delano Roosevelt, do solemnly swear that you will faithfully execute the office of President of the United States, and will, to the best of your ability, preserve, protect, and defend the Constitution of the United States, so help you God." In quick reply President Roosevelt repeated, "I, Franklin Delano Roosevelt, do solemnly swear that I will faithfully execute the office of the President of the United States, and will, to the best of my ability, preserve, protect, and defend the Constitution of the United States, so help me God."

The key event of the day had taken place, a democratic act that had been witnessed by many thousands of persons, an event of national and international importance and significance that had been described by radio and broadcast throughout the Nation and to many countries of the world, a governmental function that had been photographed by a larger number of cameras than will probably photograph any other single happening in our country's history this year. The

President's message and the inaugural parade were yet to come.

The inaugural address

Immediately after taking oath of office, the President began delivering his message to the people of the United States. Three quarters of the way through his address he declared: "But here is the challenge to our democracy. In this Nation I see tens of millions of our citizens—a substantial part of its whole population—who at this moment are denied the greater part of what the very lowest standards of today call the necessities of life.

"I see millions of families trying to live on income so meager that the pall of family disaster hangs over them day by day.

"I see millions whose daily lives in city and on farm continue under conditions labeled indecent by a so-called polite society half a century ago.

"I see millions denied education, recreation, and the opportunity to better their lot, and the lot of their children.

"I see millions lacking the means to buy the products of farm and factory and by their poverty denying work and productiveness to many other millions.

"I see one-third of a nation ill-housed, ill-clad, ill-nourished.

"But it is not in despair that I paint that picture for you. I paint it in hope—because the Nation, seeing and understanding the injustice in it, proposes to paint it out. We are determined to make every American citizen the subject of his country's interest and concern . . .

The test of our progress is not whether we add more to the abundance of those who have much, it is whether we provide enough for those who have too little."

The President continued: "Government is competent when all who compose it work as trustees for the whole people. It can make progress when it keeps abreast of all the facts. It can obtain justified support and legitimate criticism when all the people receive true information of all that government does."

Concluding his inaugural address to his people, Mr. Roosevelt, dripping wet from the wind-swept rain, said: "In taking again the oath of office as President of the United States, I assume the solemn obligation of leading the American people forward along the road over which they have chosen to advance.

"While this duty rests upon me, I shall do my utmost to speak their purpose and do their will, seeking Divine guidance to help us each and every one to give light to them that sit in darkness and to guide our feet into the way of peace."

White House bound from the Capitol, the President and Mrs. Roosevelt rode in

an open car, unprotected from the down-pour that had already soaked thousands of men, women, and children crowded in the Capitol Plaza and lining Constitution and Pennsylvania Avenues to get a glimpse of their Chief Executive and Mrs. Roosevelt. Both waved greetings to those on the side lines.

Parade reviewed

Then came the parade, with the rhythmic tread of feet to the none-too-crisp muffle of damp drums and the tune of wet musical instruments in the bands. Governors of many States rode in the parade, paying tribute to their national leader. Practically all major military and naval units of the United States were represented in the 2-hour-long line of march up Pennsylvania Avenue and past the White House.

President Roosevelt, members of his family, Vice President Garner and relatives, and Government dignitaries reviewed the parade from a stand located at the curb in front of the White House. The stand, designed as a replica of Hermitage, the homestead of Andrew Jackson, was equipped with a special bullet- and weather-proof glass to protect the President, but Mr. Roosevelt requested the removal of the safety glass, to take the rain and wind the same as other parade spectators. For 2 hours he stood, watching the marchers go by, most of them saluting him as the Commander in Chief of the Army and Navy as well as our country's Chief Executive.

Thus, another Presidential inauguration goes down in history, revealing in no uncertain terms to America and to the world that democracy marches on.

A Brief Sketch

THE thirty-second President of the United States, Franklin Delano Roosevelt, was born in Hyde Park, N. Y., January 30, 1882. He was graduated from Harvard in 1904, and then studied law for 3 years at Columbia University Law School. In 1905 he was married to Anna Eleanor Roosevelt. In 1907 he was admitted to the New York bar. From 1910 to 1913 he was a New York State senator, and from 1913 to 1920 was Assistant Secretary of the Navy. Mr. Roosevelt served two terms as Governor of the State of New York prior to his election in 1932 as President of the United States.

Students Study Ancient Pottery



Pottery bowl with naturalistic design.

WHEN students of a nearby high school came to Logan Museum of Beloit College to study the 800-year-old pieces of pottery there, and to draw from the bowls the interesting conventionalized designs, college officials realized that students of other high schools might be equally interested. So a plan was put into effect so that students in high schools in all parts of the Middle West may use these designs in their art classes.

Annual expeditions

Plates from a bulletin on the Mimbres Indian, the Indian who once inhabited parts of New Mexico where Logan Museum now has annual expeditions, were reprinted in portfolio form. There were 13 of these plates in all, three or four of which were printed in color. On the back of each is explanatory material, telling the age of the bowls, describing the designs, and giving any other information about them. Nearly all of the bowls, for instance, have a hole in the bottom, and lest students think the expeditionists were careless with their picks when uncovering the burials, it is explained that these are ceremonial holes, purposely placed in the bowl at the time of the burial so that the bowls' spirits might accompany the dead person's spirit to the next world.

A few of the plates are of museum artifacts other than the New Mexican bowls—the Aurignacian 30,000-year-old necklace, for instance, is pictured, as well as a cave drawing of a bison. These are

among the earliest artistic efforts of man yet discovered.

Send without charge

These 13 plates are printed on individual sheets and are sent out in a properly labeled portfolio. They are being sent to art teachers of high schools and art supervisors of elementary schools. The college is distributing them liberally, as many as ten being sent to one teacher when requested—and without charge.

History teachers have shown considerable interest in the portfolios, and this field of interest had not been anticipated, although a sufficiently large number was printed to supply this additional demand.

Art teachers have been particularly struck by the modernistic designs which were placed by the primitive Mimbrenos on the bowls they made about 1100 A. D. Equally interesting are the naturalistic designs of men and women, birds, animals, and fish. Most of the designs are in black, white, and orange.

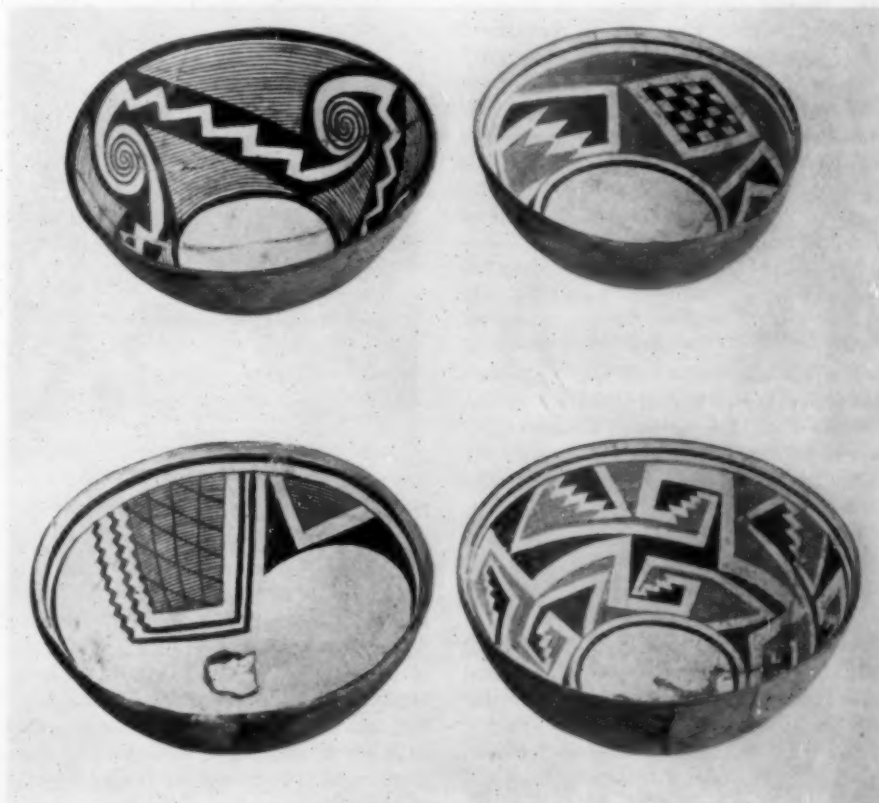
High schools get bowls

The museum also has arranged a traveling collection of six of these bowls, and the collection is going from one high school to another, remaining in each one about 2 weeks. Unless there is too much breakage—the bowls are delicate and fragile and already have been mended a great deal—this collection will continue to go the rounds of Middle Western schools for the remainder of the school year.

Expeditions sent

Logan Museum was founded in 1893 at Beloit College by Dr. Frank G. Logan of Chicago, college trustee and now honorary vice president of the Art Institute of Chicago. Expeditions have been sent to Algeria, North Dakota, and New Mexico, always consisting primarily of undergraduates who thus earn academic credit toward a major in anthropology at Beloit.

JAMES B. GAGE
Beloit College,
Beloit, Wis.



These bowls are from the Mimbres Valley of New Mexico and date back to the Prehistoric Pueblo Indian of 1100 A. D.

New Government Aids for Teachers

★ Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.

Do You Have This Directory?

THE Official Congressional Directory for the Seventy-fifth Congress, first session, corrected to December 20, 1936, is now available from the Superintendent of Documents, bound in cloth, at \$1 per copy. Biographical sketches of the Vice President and the Senators and Representatives from each State; members of the standing committees of the Senate and House of Representatives; official duties of each of the Government departments, bureaus, and independent offices and commissions are included, as well as a list of foreign diplomatic and consular offices in the United States and in the foreign service.

The Minerals Yearbook 1936, a 1,136-page bound volume issued by the Bureau of Mines, reviews the minerals industry during the calendar year 1935, both in the United States and abroad; contains official Government statistical information on nearly 100 metals, minerals, and mineral projects; and presents a comprehensive and accurate record of economic developments and trends in the mining industry. The 154 illustrations include charts showing world production and international flow of 33 mineral commodities. Send your check or money order direct to the Superintendent of Documents.

Want These Annual Reports?

The annual reports of the Tennessee Valley Authority and of Robert Fechner, director of Emergency Conservation Work, for the fiscal year ended June 30, 1936, are off the press. The former sells for 55 cents a copy; the latter for 15 cents.

Report on the Agricultural Experiment Stations, 1935, prepared in accordance with the requirement that the Secretary of Agriculture shall ascertain and report to Congress on the use made of Federal funds for the support of agricultural experiment stations in the several States and Territories, gives a general summary of the work of these stations as a whole; discusses questions of their organization, administration, personnel, research facilities, needs, trends, and public service; and reviews the progress made in coordi-

nation of the work of the Department with that of experiment stations. (15 cents).

A Survey of Dental Activities of State Departments and Institutions of the United States, Public Health Bulletin No. 227, is a compilation of facts regarding the dental services as furnished by State departments and State institutions. Of value to the profession as a reference and of assistance in outlining dental programs for various State departments. Price, 20 cents.



How About the Constitution?

The United States Constitution Sesqui-centennial Commission, established by Congress on August 23, 1935, announces the publication of a bulletin entitled "The Constitution of the United States of America with Amendments and the Declaration of Independence." Explanatory statements and tables in connection with the Constitution and two addresses given in 1935 and 1936 on the anniversary of the signing of the Constitution make up the rest of the bulletin. Write to the United States Constitution Sesqui-

centennial Commission, House Office Building, Washington, D. C., for a free copy.

Positions in aviation, qualifications for various positions, opportunities available, women in aviation, schools and colleges, flying schools, flying clubs, the training of a pilot (tells how to fly a plane), and licensing of pilots are some of the major headings in Aviation Training (Aeronautics Bulletin No. 19), available free from the Bureau of Air Commerce.

Interested in Social Security?

The Social Security Board has issued the following Information Service Circulars: No. 1, A Brief Explanation of the Social Security Act; No. 2, What You Should Know About Unemployment Compensation; No. 4, Federal Old-Age Benefits Established by the Social Security Act; No. 5, The Federal State Program for Unemployment Compensation; No. 6, Aid to Dependent Children Under the Social Security Act; No. 7, Social Security—What and Why?; No. 9, To Employees of Industrial and Business Establishments; and No. 10, The Social Security Act—Who Gets the Benefits? All are free; write to the Social Security Board, Washington. You may also have the text of the Social Security Act itself.

Or in Recreation?

For 15 cents you may have a copy of Children's Bureau Publication No. 231, Handbook for Recreation Leaders. In this handbook games are classified to assist in program building and are explained fully in an attempt to include the answers to questions which have arisen in presenting them to untrained leaders. Games that are not difficult to teach and singing games that are accompanied by such familiar tunes as Rig-a-jig-jig and Yankee Doodle have been chosen so that their use will not be limited to experienced leaders nor to places where a musician is available. Games requiring little space are included for use by family groups and clubs.

To the student of farming and horticulture, the following Department of Agriculture publications (5 cents each)

[Concluded on page 172]

American Schools Abroad

ONE hundred eighty-one¹ schools of secondary and university rank are maintained abroad through the efforts mainly of citizens of the United States. Most of them are controlled by Christian missionary organizations and are located in countries where the provision for education is far from being enough for all the people. A few are purely private schools conducted as business ventures. Others, mainly secondary schools, serve the interests of groups of Americans who are residing abroad and wish their children to be trained as children in the United States commonly are.

Millions of dollars are invested in the buildings and equipment of these institutions. The annual expenditures for personnel and maintenance, if the total could be ascertained, would show a yearly exchange between the United States and other countries of money, services, and goods of large proportions. The fact of their existence causes many Americans, who would not otherwise do so, to visit or live for a time in other countries and brings many foreigners to the United States. In effect, these schools are an extension of the American idea of education into communities in other continents and as such have a strong influence on the conception that other peoples have of us and we of them.

Exchange students

As forces in better international relations and understanding their strength has been and is now not at all measurable but many events in times both of peace and of stress have shown it to be great. Not a few of their graduates have occupied or are now holding important administrative and diplomatic posts in foreign governments. Many of their trainees have come to the United States for further education and the movement of young people to go from here to them as exchange students is growing. Nearly all the colleges and universities in this country at some time or other have had

¹ Undoubtedly, this figure is too small. The lists that the Office of Education has been able to obtain are admittedly incomplete. Elementary schools in considerable numbers are not included.

James F. Abel, Chief, Comparative Education Division, Office of Education, Describes American Adventures in Education in Other Countries

men and women students from the American schools abroad.

The major activities of the majority of these schools; their histories, purposes and policies; the natural, social, and political environments in which they work; and a considerable knowledge of the tangible results they are producing can be had from the reports of four surveys made in the past 8 years. The China Christian Educational Association, Shanghai, published in 1928, *Christian Higher Education in China, A Study for the year 1925-26*, by Earl Herbert Cressy. This and later bulletins of the Association, several of them by the same author, tell the story fairly well for China. The Near East Relief and other American agencies caused a careful investigation to be made of their work in that ill defined area termed the Near East in 1925-27 and reported the findings in 1929 under the title "The Near East and American Philanthropy" by Frank A. Ross, Charles L. Fry, and Elbridge Sibley.

About the time the Near East survey was coming from the press, that is, in July 1929, the International Missionary Council met at Williamstown, Mass. At this meeting steps were taken that finally brought about surveys of Christian education in India and Japan. The Report of the Commission on Christian Higher Education in India was published in 1931 by the Oxford University Press; Christian Education in Japan came a year later with the International Missionary Council, New York, as its sponsor. All four studies rank high among the education surveys made in the past 2 decades.

Independent schools

Outside of these really large undertakings that are analyzed and planned for in the surveys referred to in the preceding paragraphs, are many independent schools. Established by one person or a small group of people, each lives by its own worth and thrives to the extent that

it succeeds in drawing to it a clientele of parents who feel that their children's training may be entrusted to it. Since they represent isolated and widely scattered efforts that have not usually been included in any specific study or survey, a few may properly be mentioned as types.

The Shanghai American School, Avenue Petain, Shanghai, China, was begun September 17, 1912, by a group of parents in various missions in China who believed that an American child should be educated in an American school by American teachers amid American ideals and traditions. From the first it was open to the children of businessmen as well as missionaries. In 1921 a board of trustees in New York was incorporated under the laws of the District of Columbia, and a board of managers in Shanghai with equal representation from the missionary organizations and the business community became directly responsible for handling the school.

It is now in the center of a residential section with over 3,000 Americans living within a radius of 1½ miles. The enrollment approximates 500 of which some 33 are non-Americans. The 50 or more staff members are nearly all graduates of colleges and universities in the United States. Instruction is organized on the American plan with a kindergarten, a 6-year elementary school, and a 6-year secondary school. The final 4 years of the curriculum are so arranged that graduates can meet the admission requirements of most of the colleges and universities in the United States. No college work is attempted.

The American Grammar and High School, Rivadavia 6100, Buenos Aires, Argentina, is one department of a large institution, the Colegio Ward. Colegio Ward was founded in 1913 for Argentine youth and the language of instruction in it is Spanish. The studies are organized

[Concluded on page 175]

Scholarships and Fellowships

OPPORTUNITY in the form of scholarships and fellowships annually awaits many students who find themselves unable to meet the financial demands of going to college.

Of interest to a large group of students is the fact that 20 States of the Union make provision by law for the award of scholarships to a specified number of residents of the State who can meet certain legal and institutional requirements. Some of the State scholarships are available to certain classes of students only. For example, in Connecticut they are awarded to students preparing for teachers at the State teacher-training institutions; in Florida they are for agricultural students. State scholarships placed at Johns Hopkins University are for engineering students only; at the University of Vermont they are limited to students in agriculture and in medicine. In most States, however, the State scholarships are given without reference so the pursuit of a particular course of study. They are awarded usually on the basis of a competitive examination or of standing in the graduating classes of first-grade high schools and are distributed in equal numbers to the counties or legislative districts of the State.

In addition to the State scholarships for residents of the State, in general, provisions have been made by law in 35 States and the District of Columbia for the giving of scholarships to the orphans of World War veterans. Eleven States also still have on their statute books laws providing scholarships for the veterans themselves.

Variety of grants

The government authorities in two cities have authorized the granting of scholarships to a limited number of the city residents. In one city the scholarships are placed at the municipally controlled university; in the other, which has no city college, they are placed at two of the privately controlled colleges. In addition, the boards of trustees of a number of municipal colleges and universities make annual provision for the support of one or more scholarships to be awarded to city residents.

Ella B. Ratcliffe, Chief Educational Assistant, Division of Higher Education, Reports on Scholarships and Fellowships Available at Higher Educational Institutions

Of more note, because of the vast number of students benefited, are the large sums of money for the support of scholarships and fellowships set aside annually by both publicly and privately controlled institutions of higher learning and the funds for this purpose established by college alumni associations, by men's and women's clubs, by religious, fraternal, and industrial organizations and by individuals and placed at the colleges and universities.

Federal survey

In a recent survey of scholarships and fellowships conducted by the Office of Education, 674 institutions of higher learning reported the award, in 1934-35, of 66,708 scholarships valued at \$8,863,082, and of 5,797 fellowships valued at \$2,577,478, a grand total for this form of student aid of \$11,440,560. This figure does not take account of the large number of grants made directly to students by various foundations for study either in some designated field of science or technology or in some field of study of the recipient's choice. If the amount of money represented by these grants and that represented by scholarship and fellowship funds possessed by institutions having such funds but not participating in the Office of Education survey were added to the 11 and a half million dollars reported by the 674 institutions, the total would undoubtedly reach a figure not far from \$15,000,000.

The bases for the award of the privately endowed scholarships and fellowships are almost as varied as the donors of the funds, by whom they are often prescribed. The requirements frequently include one or more of the following stipulations: High scholarship standing, a specified field of concentration, excellent character, good health, qualities of leadership and promise, participation in student activities, religious affiliation, residence in certain localities, etc.

In all cases, recipients of both publicly and privately supported freshman scholarships must meet the requirements for entrance to the institution making the award. Those receiving scholarships for study beyond the freshman year are invariably required to maintain at least a fair average of proficiency in their college work.

All types included

The 674 institutions represented in the survey conducted by the Office of Education consisted of 139 State-controlled institutions which awarded altogether 16,094 scholarships worth \$1,495,649, and 2,569 fellowships worth \$955,027; 40 municipally controlled institutions which awarded 1,745 scholarships worth \$69,821, and 60 fellowships worth \$32,823; and 495 privately controlled institutions which awarded 48,869 scholarships worth \$7,297,612, and 3,168 fellowships worth \$1,589,628. All types of higher educational institutions were included in the survey: Universities and colleges, professional and technical schools, teachers colleges and normal schools, and junior colleges.

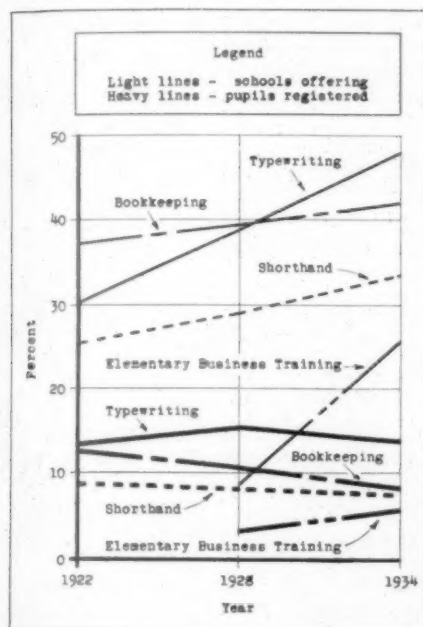
The report of the survey is published in Office of Education Bulletin, Scholarships and Fellowships Available at Institutions of Higher Education, 1936, No. 10.

Complete report

BULLETIN 1936, no. 10, Scholarships and Fellowships Available at Institutions of Higher Education, by Ella B. Ratcliffe, author of this article, is a complete report of the most recent survey made in this field by the Office of Education. Copies of this bulletin may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C. Its price is 15 cents.

Registrations in Commercial Subjects

Text by Carl A. Jessen, Senior Specialist in Secondary Education. Table Prepared Under Direction of Lester B. Herlihy, Assistant Statistician



THE Office of Education has made nine studies of subject registrations in public high schools. The first six of these studies were made at 5-year intervals beginning in 1890 and ending in 1915; the results were published in the annual reports of the Commissioner of Education for the respective years. With the change after 1916 from annual reports to Biennial Surveys of Education it became impractical to conduct these studies quinquennially. The next one was made in 1922, and since that time data in this field have been gathered at 6-year intervals, namely, in 1928 and 1934.

Asked to report

In all of these studies schools were asked to report the subjects offered, the number of pupils registered in each subject, and the total number of pupils enrolled in the school. Until the 1934 study, schools were requested to report only for the last 4 high-school years, that is, a 6-6 system was asked to report for grades 9-12, a 5-3-3 system reported for grades 8-11, and so on. In 1934 request was made for a report covering registrations and enrollments in all high-school years. In the present article comparison is made for

1934 and 1928 (in some cases also for 1922), and in order to maintain comparability data are included for only the last 4 high-school years. In a later publication, where all subjects will be brought together for analysis, discussion will be introduced of all subjects and registrations reported for 1934, including registrations below the last 4 years of high school.

Gains and losses

Nearly 18,000 high schools reported their registrations by subject in 1934. This represents a 21.4 percent gain over 1928, when less than 15,000 reported. (See accompanying table.) The percentage gain in enrollments of these schools was 86.5 during the same period. Normally, therefore, it may be expected that for the 6-year period a 21.4 percent gain in the number of schools offering any given subject will be shown, with an 86.5 percent increase in the number of pupils registered for that subject.¹ Whenever the gains exceed these figures for any given subject, it may be concluded that the subject is making a larger gain than could normally be expected. If the increases are less than these percentages, the subject is losing ground. Thus, in the continental United States all four commercial subjects included in the table show a percentage increase greater than 21.4 in the number of schools offering the subjects, but only one, namely, elementary business training, shows at the same time a registration increase greater than 86.5 percent. The gain in registrations in elementary business training is indeed astonishing, 258 percent. The next in line is typing with a 70 percent increase in registrations, after which fol-

¹ A slight discrepancy exists here in the fact that a few 2-year junior high schools and their enrollments are included in the 1934 figures; these schools were, of course, not asked to report in 1928. However, since the total number of such schools in the United States during 1934 was only 172 (less than 1 percent of the total), the difference has been ignored in the discussion which follows.

low shorthand with 59 percent, and bookkeeping with 40 percent. These percentage comparisons, both in number of schools offering and in registrations, may be extracted for any subject reported on in any State from data supplied in the table.

For the Nation as a whole, the percentage of the total number of schools offering typing in 1928 was 38.9; in 1934 it was 48.1. Similarly, in 1928 shorthand was offered in 29.0 percent of the schools and in 1934 in 33.5 percent. In bookkeeping the percentages were 39.4 and 42.0, and in elementary business training they were 8.8 and 25.9. The percentage of the total enrollment in 1928 that registered for typing was 15.2; in 1934 it was 13.8. Similarly, the percentage of the total enrollment registering for shorthand in 1928 was 8.7 and in 1934 it was 7.4. In bookkeeping the percentages for the 2 years were 10.7 and 8.0, respectively, and in elementary business training they were 3.0 and 5.7. Data on the percentage of the total number of schools offering these four subjects and the registrations for 1922 as well as for 1928 and 1934 are presented graphically in the accompanying figure.

Summarizing

By way of general summary, it may be said that the four subjects mentioned gained between 1928 and 1934 in the gross number of schools offering them and in the proportionate number of schools offering them. The gain was especially pronounced in elementary business training and was significant in typing but was not great in shorthand or in bookkeeping. In registrations, also, all four subjects showed increases in the gross figures; comparatively elementary business training showed a far greater than normal increase in registrations, while the other three subjects showed a less-than-might-be-expected growth.

[Table on next page; text concluded on page 172]

State or Territory	Number of schools offering and pupils registered in										Elementary business training									
	Typing										Bookkeeping									
	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937
Continental United States	14,225	2,896,830	17,879	5,402,305	9,724	439,379	8,975	747,565	4,277	221,631	5,989	399,614	5,805	309,138	7,536	432,496	1,290	86,629	4,633	310,396
Alabama	169	31,205	274	66,217	18	1,027	50	2,915	32	2,370	66	2,226	87	2,945	8	345	81	2,447		
Alaska	46	11,277	55	15,501	44	2,815	47	3,370	34	776	32	1,023	34	783	33	697	3	66	16	693
Arizona	235	24,360	286	47,969	23	1,446	46	2,498	32	1,137	36	789	36	1,093	4	809	20	940		
Arkansas	395	189,748	465	346,532	361	39,537	355	57,355	297	15,445	284	17,103	300	21,297	141	12,573	261	20,729		
California	169	32,948	217	59,870	132	5,774	165	10,031	77	1,913	84	2,336	112	3,147	11	346	50	3,998		
Colorado	89	35,664	98	77,206	71	8,842	80	17,138	42	4,215	67	8,478	64	8,800	70	11,888	28	2,295	38	8,376
Connecticut	20	4,990	26	11,283	0	391	7	691	4	206	4	590	2	617	2	421	5	607		
Delaware	16	13,836	24	30,773	14	2,809	21	5,038	8	1,811	6	2,606	14	1,533	16	2,068	4	291	8	1,389
District of Columbia	123	30,216	176	56,446	43	2,524	58	5,848	38	1,084	50	2,078	31	1,084	51	2,068	10	387	19	983
Florida	286	30,536	383	46,187	24	2,797	38	3,333	17	1,654	54	954	53	1,897	30	1,553	6	685	25	1,368
Georgia	140	18,872	138	27,578	85	3,245	108	5,002	51	1,110	35	1,871	90	1,269	58	1,590	8	258	29	1,198
Idaho	801	194,347	892	339,691	374	32,977	511	59,518	318	22,594	482	43,094	420	16,418	604	31,996	28	2,902	170	21,093
Illinois	617	101,522	649	173,438	211	11,445	473	21,601	171	6,197	259	11,010	213	6,658	354	10,227	28	1,592	177	8,999
Indiana	701	81,348	961	146,787	232	10,642	473	21,244	150	6,176	257	9,603	335	9,273	461	14,454	23	1,379	219	7,402
Iowa	574	70,789	565	105,804	305	11,243	450	19,113	172	5,889	214	6,229	314	6,416	360	8,304	14	363	64	3,178
Kansas	401	34,214	490	68,925	45	1,669	60	5,014	32	1,202	60	2,972	35	1,342	57	2,910	8	492	40	1,537
Kentucky	209	29,057	237	46,508	44	2,822	55	5,008	41	1,675	60	2,015	50	1,675	63	3,264	5	542	5	542
Louisiana	164	21,009	164	31,009	67	2,744	73	4,316	67	1,976	73	3,170	85	3,318	76	4,590	10	532	63	2,182
Maine	128	27,834	199	70,818	47	2,835	74	9,069	40	3,253	67	4,786	43	3,985	72	5,807	11	656	37	4,791
Maryland	263	118,662	459	246,046	189	25,102	212	40,963	172	16,712	195	24,997	188	24,288	205	34,291	86	6,714	174	19,065
Massachusetts	556	123,259	606	254,227	295	24,840	367	43,151	198	12,341	344	22,753	303	16,237	347	23,743	69	2,922	165	15,148
Michigan	473	79,639	545	137,314	159	9,907	177	16,032	108	6,750	163	11,786	180	11,786	161	11,991	61	1,991	391	17,644
Minnesota	250	19,735	287	30,935	37	1,090	72	2,468	38	981	56	1,876	38	916	61	1,592	6	215	60	8,041
Mississippi	675	82,069	592	111,774	165	9,790	265	16,358	108	4,566	152	8,153	193	9,508	246	8,456	17	1,112	28	1,417
Missouri	158	17,843	163	26,773	112	3,880	130	4,958	72	1,741	68	2,105	68	1,741	68	2,105	6	290	32	1,378
Montana	429	47,552	504	66,909	166	8,226	190	15,571	96	3,105	126	4,825	109	4,015	236	6,079	22	1,580	61	2,913
Nebraska	22	1,914	26	24,538	20	403	21	458	17	210	17	227	16	144	12	200	2	110	2	110
Nevada	112	13,366	104	24,538	40	2,858	55	3,448	45	1,848	54	2,187	53	2,693	57	2,568	11	323	52	2,568
New Hampshire	172	91,362	212	205,086	136	18,004	175	36,019	127	10,875	153	28,417	147	15,135	151	27,722	49	3,869	162	21,587
New Jersey	78	7,613	105	14,028	46	1,106	78	2,350	31	817	47	907	36	917	46	741	1	26	9	160
New Mexico	712	383,470	784	531,134	315	65,140	488	117,722	273	41,615	375	74,972	296	60,276	418	117,722	212	10,446	490	27,586
New York	471	55,784	451	89,685	43	1,767	57	3,906	40	968	50	2,011	36	1,173	42	1,846	6	185	14	704
North Carolina	324	17,046	487	33,734	109	1,715	216	4,177	34	658	62	1,115	90	1,494	139	2,574	2	72	191	3,985
North Dakota	824	176,720	1,235	412,074	292	21,649	442	56,343	222	18,093	501	39,094	382	15,962	629	33,267	76	5,004	266	16,331
Ohio	417	49,845	615	105,643	98	5,345	171	12,153	68	1,963	113	4,108	88	2,590	121	4,288	6	4,081	11	588
Oklahoma	196	33,503	225	50,635	156	6,994	200	11,860	85	2,784	102	4,503	122	3,174	133	5,477	9	450	56	2,510
Oregon	864	214,308	978	448,400	310	31,585	425	67,666	294	21,585	400	46,470	381	27,782	425	53,201	164	13,957	343	42,937
Pennsylvania	18	12,799	37	36,424	15	3,009	27	7,515	12	1,456	16	1,851	15	2,301	19	3,859	9	1,639	19	3,342
Rhode Island	121	14,377	185	31,745	14	467	53	2,008	15	504	49	1,654	20	952	47	1,686	5	145	82	2,432
South Carolina	252	21,399	258	32,447	90	2,604	145	4,901	42	1,272	64	1,942	59	1,707	115	2,972	4	41	52	1,628
South Dakota	366	30,609	366	62,090	27	1,549	57	4,460	22	1,099	47	2,064	26	1,144	49	2,447	3	90	9	424
Tennessee	463	88,820	798	152,716	144	8,338	348	20,011	91	3,895	184	7,400	122	3,680	122	6,894	9	475	64	3,641
Texas	53	15,269	89	39,686	31	3,974	48	7,460	17	1,184	26	2,416	27	1,350	42	2,059	3	152	11	998
Utah	69	5,667	77	13,853	24	700	41	1,153	21	483	34	1,517	25	561	36	1,349	1	15	16	568
Vermont	265	39,504	363	81,417	36	3,254	63	6,416	32	6,472	57	3,727	29	2,226	51	3,440	13	748	23	2,850
Virginia	268	30,609	366	62,090	27	1,549	57	4,460	22	1,099	47	2,064	26	1,144	49	2,447	3	90	9	424
Washington	262	59,833	309	106,915	208	11,567	249	30,671	156	4,469	152	9,963	164	6,218	187	9,214	14	601	127	7,778
West Virginia	202	27,689	227	71,253	68	3,309	101	8,990	41	1,769	85	3,683	59	2,846	95	3,744	16	560	38	1,677
Wisconsin	350	76,518	482	149,823	189	12,155	279	27,143	131	9,012	253	15,496	241	9,919	353	15,154	57	3,142	287	13,199
Wyoming	69	7,747	74	13,722	38	1,499	57	2,511	39	686	33	1,083	33	591	32	1,012	9	221	17	448
Outlying Parts of the United States	180	2,845	13	895	10	198	11	180	6	56	7	95	4	45	5	69			1	26
Alaska	180	2,845	13	895	10	198	11	180	6	56	7	95	4	45	5	69			1	26
Arizona	44	2,348	2	341	1	79	2	114	1	35	2	99	1	31	2	77				
Canal Zone	16	305	21	15,613	11	1,080	16	3,744	4	146	6	505	8	304	6	676	7	468	5	588
Hawaii	314	50,459	101	51,042	5	418	3	421	2	249	2	356	2	303	1	331				
Philippine Islands	244	15,864	23	7,750	10	607	16	1,087	1	378	13	1,225	7	870	14	922	1	130		
Puerto Rico	14	115																		
Virgin Islands																				

These not include the schools of New York City for which the total enrollment was given.

Statistical Thumbtacks

THE five professions having the largest number of schools in the United States at which students can be trained for entering the profession are education, 261; engineering, 139; law, 133; theology, 121; and commerce and business, 95.

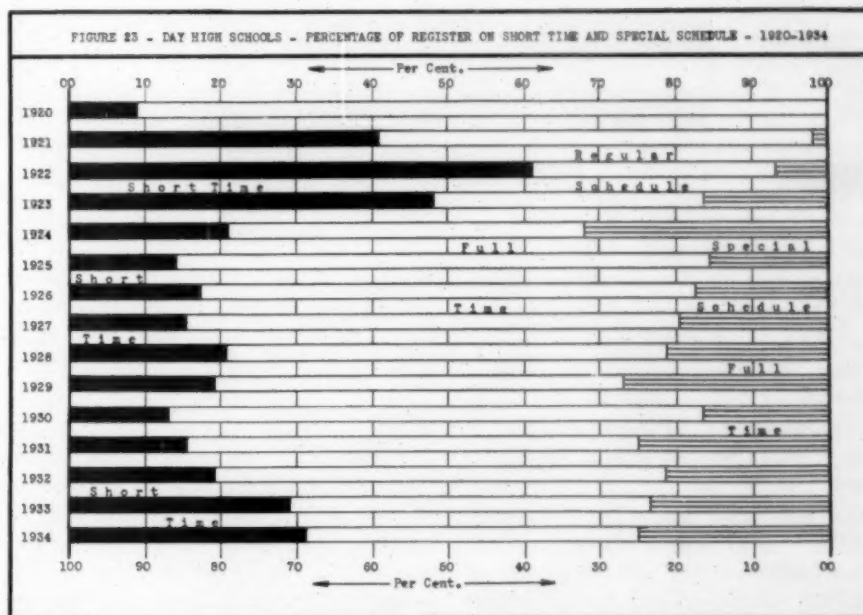
The Bruce Publishing Company, Milwaukee, Wis., in its School Market Letter, forecasts that the contracts let for school buildings in 1937 will amount to from \$150,000,000 to \$200,000,000.

The steady gradual improvement in the training of both white and colored teachers in North Carolina in the 15 years from 1921-22 to 1935-36 is shown by years for the State as a whole in the December 1936 issue of State School Facts, published by the State Department of Public Instruction, Raleigh, N. C. In 1921-22 more than 55 percent of all white teachers employed, and more than 83 percent of Negro teachers employed had no college training. In 1935-36 less than 1 percent of white teachers and less than 8 percent of Negro teachers were in this class. The proportion of white teachers with 4 years of college work increased from 15.8 percent in 1922 to 65.6 percent in 1936 and the proportion of Negro teachers with 4 years college work increased from 2.5 percent to 28.7. An index of training is given in the article by counties and cities for 1925-26, 1930-31, and 1935-36.

There are still many very small high schools. There were 332 schools reporting fewer than 10 pupils in 1933-34, 1,470 with from 10 to 24 pupils, and 3,139 with from 25 to 49 pupils. This makes approximately 5,000 high schools with fewer than 50 pupils. About 6,000 high schools have from 50 to 100 pupils and about 5,500 schools have from 100 to 200 pupils. Therefore, 16,000 schools, about two thirds of the total number (25,000 including those with fewer than 10 pupils), have fewer than 200 pupils.

At the other end of the scale, there are 232 high schools with 2,500 pupils or more of which 40 schools enroll more than 5,000

Emery M. Foster, Chief of the Statistical Division, Office of Education, Presents Another Installment of Interesting Statistics



From New York City report

pupils each. The largest has 13,374. (Dewitt Clinton High School for Boys, New York, N. Y.)

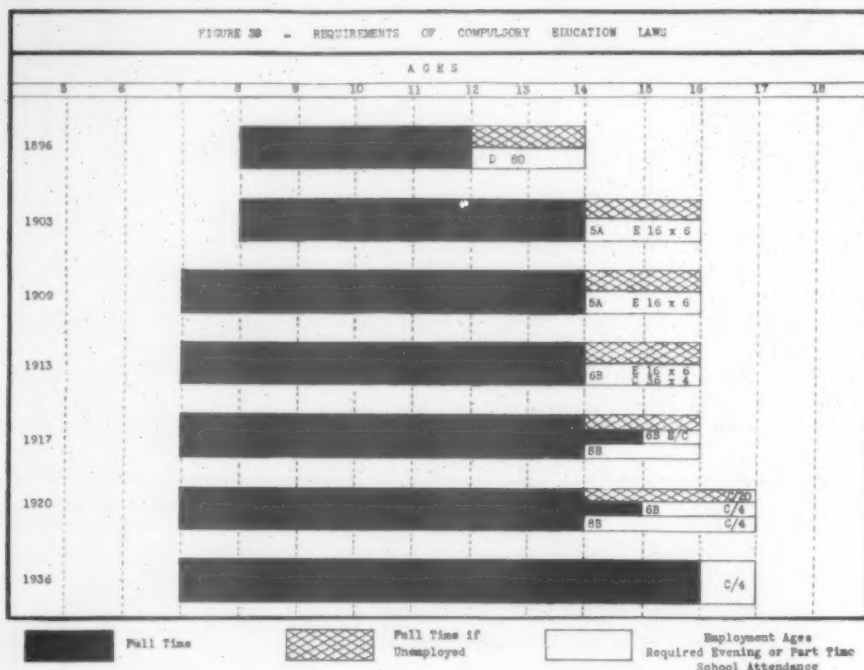
The Society for the Promotion of Engineering Education has reprinted from the Journal of Engineering Education (vol. XXVII, no. 3, November 1936), an address by Isador Lubin giving a summary of the Survey of the Engineering Profession recently made by the Bureau of Labor Statistics. This shows the annual and monthly income for 1929, 1932, and 1934, for the 52,000 engineers covered by the study. Facts are given about the field of activity, functional classification, and the professional preparation for each of nine types of engineering. Some of the conclusions are: "The question of education in engineering appears to be important only through the first degree, after which it is experience plus the make-up of the individual engineer that counts." "Professional engineering

status in the future will not be easily attained without a complete college education."

Engineers who had graduated from engineering schools had shorter periods of unemployment and their base pay was larger (for the older engineer) and the decreases in pay less than for engineers who were not graduates of a professional school. The completed study is not yet available.

Eugene A. Nifenecker, Director of Reference, Research, and Statistics, Board of Education, New York City, has prepared a review of departmental experience in dealing with the problem of school maladjustment for the Joint Committee on Problems of School Maladjustment. It is publication no. 27, January 1936, entitled "Part I: Statistical Reference Data Showing School Background Conditions, Factors, Trends, and Problems, 1900-34."

The publication is profusely illustrated with figures and tables and contains a



minimum amount of text. It contains a study of population status and trends, enrollment, and building distribution. Certain figures presenting the maladjustment between enrollments and building facilities show the necessity for the most careful planning of a building program.

The history of the school-congestion problem over 30 years is illustrated in the figures accompanying the discussion of part-time, double session, special schedules, etc. Figure 23 is herewith reproduced as an illustration.

Changes in the compulsory attendance law from 1896 to 1936 are graphically shown in figure 39 which is also reproduced on this page. The requirement of

4 years of schooling between the ages of 8 and 12 in 1896 has increased to a 9-year requirement of full-time attendance from ages 7 to 16.

There were 9,179 one-room rural schools in Iowa in 1934-35. The average enrollment in these schools was 14 pupils. The average salary of the teacher was \$465. The annual cost per pupil in average daily attendance was \$52.99. These facts and many others are given in A Review of Iowa's Public Schools by R. C. Williams which is Research Bulletin No. 21, October 1936, of the Iowa State Department of Public Instruction, Des Moines, Iowa.

New Government Aids for Teachers

[Concluded from page 166]

should be helpful: Speeding up Flowering in the Daffodil and Bulbous Iris (Circular No. 367); Blue Grama Grass for Erosion Control and Range Reseeding in the Great Plains and a Method of Obtaining Seed in Large Lots (Circular No. 402); and Celery Growing (Farmers' Bulletin No. 1269).

Free Lists Available

The following free Government Printing Lists have been brought up to date by the Superintendent of Documents:

Roads, No. 45; Proceedings of Congress—Annals of Congress, Register of Debates, Congressional Globe, Congressional Record, No. 49; Health—Diseases, Drugs, and Sanitation, No. 51; Political Science—Documents and Debates Relating to Government, Lobbying, Elections, Liquors, Political Parties, District of Columbia, No. 54; Publications of the Interstate Commerce Commission and the Federal Communications Commission, No. 59; Publications of Interest to Suburbanites and Home-Builders, No. 72.

MARGARET F. RYAN

Registrations in Commercial Subjects

[Concluded from page 169]

The discrepancy between growth in number of schools offering these three subjects and trend in registrations may reflect a tendency for smaller schools to introduce commercial subjects between 1928 and 1934; in other words, the number of schools would be increased out of proportion to the number of added registrations. In total number of schools offering, as well as in registrations, typing leads, with bookkeeping, shorthand, and elementary business training following in the order named.

Radio Programs

Office of Education

The World Is Yours

[SMITHSONIAN PROGRAM]

Sunday NBC-WEAF (red): 11:30 a. m. E. S. T., 10:30 a. m. C. S. T., 9:30 a. m. M. T., 8:30 a. m. P. T.

Treasures Next Door

[BOOKS]

Monday CBS: 4 p. m. E. S. T., 3 p. m. C. S. T., 2 p. m. M. T., 1 p. m. P. T.

Education-in-the-News

Friday NBC-WEAF (red): 6 p. m. E. S. T., 5 p. m. C. S. T., 4 p. m. M. T., 3 p. m. P. T.

Have You Heard?

[NATURAL SCIENCE]

Tuesday NBC-WJZ (blue): 3:45 p. m. E. S. T., 2:45 p. m. C. S. T., 1:45 p. m. M. T., 12:45 p. m. P. T.

Let Freedom Ring

[STRUGGLE FOR CIVIL RIGHTS]

Monday CBS: 10:30 p. m. E. S. T., 9:30 p. m. C. S. T., 8:30 p. m. M. T., 7:30 p. m. P. T.

Uncle Sam

[INTRODUCES GOVERNMENT AGENCIES]

Friday NBC-WEAF (red): 7 p. m. E. S. T., 6 p. m. C. S. T., 5 p. m. M. T., 4 p. m. P. T.

Office of Education Publications

EARLY publications of the Office of Education contain a wealth of information for the truly scientific student of the history of education. With a single exception, there is perhaps no source of information more valuable than these early reports and circulars issued under direction of the Commissioners of Education beginning in 1867 when the Office was created. The single exception is that of Barnard's American Journal of Education in 31 volumes, a contribution of the first Commissioner.

One of the earliest surveys to be made of any city school system was published by the Office of Education in 1871. I refer to that voluminous report entitled, *Special Report on the Public Schools in the District of Columbia, 1868* (912 pages), a survey of the schools of the District of Columbia made under a resolution of Congress passed March 30, 1867, a few weeks after the Office of Education was established. This study, together with the report of J. O. Wilson, *Eighty Years of the Public Schools of Washington, D. C., 1805-85* (Commissioner's Rept., 1894-95, ch. 41), are today two of the outstanding sources of information on the history of the public school system in the capital of the Nation.

Not the least interesting fact concerning these early publications is the range of subject matter covered. Indeed, almost any educational topic may be found treated therein, from Eskimo vocabularies to be used by teachers going to Alaska (Rept., 1896-97, ch. 26; 1903-04, ch. 10; Circ. of inf.; 1890, no. 2), to scientific temperance instruction. In many instances the subjects have been treated with an unusual degree of thoroughness and by experts in the field.

Richard Malcolm Johnston, author and friend of Sidney Lanier, at the request of Commissioner Harris, prepared for the annual report what is perhaps the most complete description available of the old field schools of Georgia (*Early Educational Life in Middle Georgia*, Rept., 1894-95, ch. 42; 1895-96, ch. 16). The account is founded upon reliable reminiscences of many prominent Georgians whose education started in these schools.

Edith A. Wright, Assistant in Research Bibliography, Library of the Office of Education, Points to Significant Value of These Publications in Historical Research

From the pen of Rev. Amory Dwight Mayo, a minister and a teacher, we have a series of articles on the history of American common schools, published in the annual reports from 1890-91 to 1903-04. They comprise more than a half dozen studies on education in the Southern States, one dealing with the common schools in the South from 1790-1840 (Rept., 1895-96, ch. 7); another, from 1830 to 1860 (Rept., 1899-1900, ch. 7); and a third, from 1860 to 1876 (Rept., 1900-01, ch. 11). A similar series by the same author deals with the common schools of the North Atlantic States: 1790-1840 (Rept., 1894-95, ch. 39); 1830-65 (Rept., 1897-98, ch. 11); and with the Western States: 1790-1840 (Rept., 1894-95, ch. 38); and 1830-65 (Rept., 1898-99, ch. 8). He also contributed a report on Horace Mann and the Great Revival of the American Common School, 1830-50 (Rept., 1896-97, ch. 15); and one on Henry Barnard (Rept., 1896-97, ch. 16).

To Wyckliffe Rose, for many years an administrative officer of the Rockefeller Foundation, we owe the interesting account of the origin, development, and work of the Conference for Education in the South (Rept., 1902-3, ch. 8). The *Rise and Progress of Manual Training* was contributed to the report of Commissioner of Education for 1893-94, by Calvin M. Woodward, originator and director of the St. Louis Manual Training School, connected with Washington University in St. Louis.

During the latter part of the last century, Stephen Beauregard Weeks, one of North Carolina's foremost historians, prepared articles for the reports dealing with the history of education in the South. Of special interest is one on Calvin Henderson Wiley and the Organization of Schools in North Carolina (Rept. 1896-97, ch. 29), which, up to the time of Dr. Week's death, was considered by some to be the most complete and exhaustive work undertaken by anyone upon any

phase of North Carolina history. He also prepared a preliminary bibliography of Confederate textbooks, 1861-65 (Rept., 1898-99, ch. 22), arranged by date and giving complete bibliographical data, whenever it was possible.

To B. A. Hinsdale, author and educator, and life long friend of President James A. Garfield, is credited the chapter on the Western Literary Institute (Rept. 1898-99, ch. 13), tracing the history of this organization in the Middle West from 1831, when it was started as the College of Professional Teachers, to 1845, when it came to an end.

Other countries represented

These are but a few of the interesting chapters on education in the United States. Foreign education is equally well represented.

Naphtali Herz Imber, a Hebrew poet, the friend of Israel Zangwill, and from whom Zangwill is said to have drawn his portrait of the poet Melchisedek Pinchas in his *Children of the Ghetto*, has contributed two chapters, one on Education and the Talmud (Rept., 1894-95, ch. 46), is a historical sketch of the evolution of education among the ancient Hebrews and other primitive nations; the other is entitled, "The Letters of Rabbi Akibah, or the Jewish Primer as it was Used in the Public Schools Two Thousand Years Ago" (Rept., 1895-96, ch. 14).

In addition to the studies mentioned above, which, with one or two exceptions, are chapters in the reports of the Commissioner of Education, there have been significant special reports of importance to the student of the history of education, such, for instance, as the report on art and industry, in four volumes, by I. Edwards Clarke (1885-98), a special report upon the world movements in the development of artistic and industrial education and of like movements throughout the United States. The report on public libraries in the United States, in two volumes, dated 1876, embodies the

first definite attempt to collect data on the public library service of this country. It gives a graphic picture of the library situation at the time, illustrated by pictures of library buildings and interiors, and contains detailed information of public libraries in 10 cities. In the library field there was also published for the Columbian Exposition of 1893, papers prepared for the American Library Association meeting, edited by Melvil Dewey, made up of papers presented by outstanding librarians of the day. For many years this met the need for a manual on library economy and technique and may still be regarded as one of the foundation stones on which the library profession has been built.

Alice C. Fletcher, one of the most authentic interpreters of the North American Indian, prepared under the direction of the Commissioner of Education a historical résumé of the relations between the Indians and the American colonists prior to the Revolutionary War, giving the origin and progress of the Indian policy of the Government. This was published as a special report in 1888.

Monograph series

Students of the history of education are no doubt familiar with the series of monographs on the history of higher education in the several States, edited by Herbert B. Adams, under the direction of Commissioner Dawson. One of the outstanding monographs in this series, prepared by Dr. Adams himself, is Thomas Jeffer-

son and the University of Virginia, which at the time of its publication was received with great favor and remains today one of the important histories of the University of Virginia.

These histories of education appeared as circulars of information, a series of publications containing many monographs of historical significance in the educational field.

Much is being written today about Federal aid to education and reference is frequently made to the study made by Frank W. Blackmar, *Federal and State Aid to Higher Education in the United States*, published as circular of information, 1890, no. 1. It is one of the valuable sources of information on the subject from the historical point of view. Also, in this series, is Prof. John P. Gordy's *Rise and Growth of the Normal School Idea in the United States* (Circ. of inf., 1891, no. 8). Florian Cajori, said by some to have been the best-known writer in the history of mathematics that this country has produced, contributed to the series an extensive study on *The Teaching and History of Mathematics in the United States*, beginning with the colonial times. Over 50 years ago the Office of Education was sufficiently interested in commercial education to commission Julius Ensign Rockwell to make a study of shorthand instruction and practice (Circ. of inf., 1884, no. 1), which study proved of so much value that it was found necessary to issue a revised edition as circular, 1893, no. 1. The 1884 edition contains an extensive bibliography of

shorthand works in the English language.

One of the earliest publications prepared for the Commissioner of Education was a little pamphlet of 27 pages, by Edward D. Neill, printed by the Government Printing Office, in 1867, entitled, "The History of Education in Virginia During the Seventeenth Century."

Picked at random

From these studies, picked at random from the publications of the Office of Education, one may obtain a general idea of the historical value of the material available. No effort has been made to cover the publications of the past 25 years as students of education are more or less familiar with the later publications. Neither has an attempt been made to cover the reports of special committees, such as the Committee of Ten, the Committee of Twelve, and the Committee of Fifteen, nor the statistics of education, from which source the various trends in education may be followed. It is sufficient to say that no student delving into the history of education should feel satisfied that he has covered the field until he has consulted the Index to the Reports of the Commissioner of Education, 1867-1907 (Bull., 1909, no. 7) and the List of Publications of the United States Bureau of Education, 1867-1910 (Bull., 1910, no. 5). There is no adequate index for the publications issued since 1910 and the card catalogs in the various libraries must be relied on as guides.

Visitors are always welcome at the Office of Education Library.

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School superintendents please note: On all orders for 100 copies or more to be sent to one address, there is a discount of 25 percent. You may wish to take advantage of this for your staff.

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(Concluded from page 167)

Does Life Begin at Forty?



FORTY years ago a tiny group of educators, all lay persons, paradoxically, set forth the proposition that, as the home was the place where education must begin, parents, and especially mothers, should be better educated for their task of teaching and training the very young.

After an almost sensationally successful convention where the project was launched, the National Congress was organized, with parent education and child welfare for its objectives.

How it grew through mothers' circles, then through parent-teacher associations, centering largely in the schools; passing through a low-pressure period when it became merely a school auxiliary occupied in raising money and buying material things for the school, and emerging at last into an organization more nearly like the one envisioned by the founders, is a matter of well-known history. During these years many mistakes were made because emotion, rather than knowledge, somewhat governed the movement; emotion which proved a great driving force in spite of the almost entire lack of professional direction. These errors are being corrected very rapidly where they still exist, and the home and school movement at the end of 40 years seems to have become an established order which, because it is a folk movement, will not die. It will not only not die, but it has a constantly wider vision of its potentialities.

It is convinced that the two most constantly present influences in the life of the American child are the home and the school; that the home, whether rich or poor in its appointments, must be worthy of the child; that family relations all bear upon the development of the child's mind and emotional life, therefore for his sake, they must be harmonious; and that the child can never really succeed in his school learning without the understanding and sympathy of the home.

The National Congress of Parents and Teachers believes that universal education with equal minimum opportunities for all children is the first principle in American school education; that teaching and teacher education must be adequate so that the child will learn not only subject matter but upright thinking and living in school; that the principle of taxation whereby all citizens pool small funds in order to make a large one sufficient to pay for adequate schooling for every child, should be universally understood and that public opinion must be created toward paying such taxes; that legislators are mostly parents and are interested in the welfare of children if the great body of parents make themselves vocal in their behalf; that if they would have their children educated to take the responsibilities of intelligent adults, education must be constantly fitted to new conditions and customs; that health and character education are even more important than academic learning, and that they are a joint responsibility of the home and the school.

Entering enriched program

These convictions form the basis of the parent-teacher life which, if not beginning at 40, is entering at 40 a greatly expanded and enriched program of service.

More actual study of school curricula, of social implications, of community influences, and of the needs of childhood will be the foundation of this expanded program. Education over the radio, by visual aids, by well-planned series of lectures and study courses, will all be aimed toward that greatest of all needs, the education of parents, not in ordinary forms of adult education, but for their job of parenthood.

We shall continue to act as aids to the schools, perhaps not in material things, except as they are needed to keep less privileged children in school, but in understanding, in holding up the hands of professional educators, as well as in creating public opinion for adequate support of the schools. After all, what the mass of people think is public opinion, and all the parents of all the children are the mass of the people.

MRS. B. F. LANGWORTHY,
President, National Congress of
Parents and Teachers.

on the Argentine plan and, except for special emphasis on English, it is essentially an Argentinian private school. But the colony of citizens of the United States living in Argentina needed for their children an English-speaking school, so the American Grammar and High School was established as a department of the Colegio. Here the work is organized on the regular 8-4 plan and the high school offers two courses: College preparatory and general. Several colleges and universities in the United States admit its graduates without entrance examination. The school takes advantage of its environment to give the American children training in the Spanish language and a knowledge of Argentine history, civics, and geography.

The American High School of Paris, 5 bis, Rue d'Auteuil, Paris, France, is a cooperative, nonprofit institution organized to serve American families in France. It claims to be the only school in Europe which attempts to reproduce exactly an American secondary day school. It offers only six grades of instruction: A junior high school composed of the seventh and eighth grades, and a regular high school of 4 years in which students may choose from a college entrance curriculum of 20 units the 16 or more that will admit them to the university in which they wish to study in the United States. The average enrollment is about 60, equally divided between boys and girls. The staff is composed of American university graduates; the French courses are given by French university teachers who have had teaching experience in America.

The American University at Cairo, Egypt, an entirely independent institution, has a board of trustees in the United States, incorporated in 1919 under the laws of the District of Columbia. Unlike the three schools previously described, it is not intended as an American school for Americans, but designates itself as a "Bridge of Friendliness between America and Egypt, between the west and the east, between the English-speaking world and the Arabic-speaking, between western Christianity and Moslem lands." The 155 students enrolled in its College of Arts and Sciences in 1934-35 were 102 Egyptian, 16 Armenian, 14 Palestinian, and the remaining 23 came from 10 other countries. Only four were from the United States.

Instruction is on secondary and college levels and is organized in a combination of Egyptian, English, and American schemes. The Government secondary

section, attended by some 75 students, follows closely the curriculum prescribed by the Egyptian Ministry of Education for secondary schools in Egypt. The language medium is Arabic except for the classes in English, French, and the character-training studies, and the work is under the inspection of the Egyptian Ministry. The junior college is a 6-year (six-form) unit of studies to give secondary education along English lines and in the English language, with the addition of English and French. Students in this division are ordinarily planning to take the University of London matriculation examination. Any who succeed in it have a certificate that is widely recognized in Europe as qualifying for admission to university studies. In the senior college of 3 years (sophomore, junior, and senior) much liberty and freedom are granted the students and teachers and the methods are so distinctly experimental that the student body is limited and no credential of any kind gives automatic admission. Individuals are accepted because it is believed that they will profit by the type of training offered. The social sciences and journalism especially, are stressed. The degrees granted are the bachelor of arts and the bachelor of arts in journalism.

Anatolia College, Saloniki, Greece, which celebrated its fiftieth anniversary in 1936, followed its constituency from one country to another. It was organized at Marsovan, Turkey, in 1886 and incorporated under the laws of Massachusetts in 1894. The migrations of peoples after the World War caused its closing in 1921. "Death or exile dissipated its constituency, and the American faculty was banished." Many of these Greeks were moved from Turkey to Macedonia, and on the invitation of Greek educational and political leaders, the college moved with its constituency and was reopened at Saloniki in 1924. It is now well rebuilt, gears closely into the Greek school system, and enrolls about 140 students.

So one could continue at great length listing and describing one after another of these American adventures in education in other countries. Not enough is commonly known about them by educators in the United States; too little educational interest has been taken in them; and too little use made of their experiences and successes in adapting themselves to unusual environments. The various accrediting agencies in this country have been extremely slow about making any arrangements for their accrediting. This considerable American school system abroad should be better understood and appreciated.

Electrifying Education

VISUAL AIDS IN THE SCHOOLS is the title of a 160-page handbook prepared by a subcommittee of the New York State Association of Elementary Principals. This volume contains much practical information and many examples of the use of various types of visual aids in instruction. It may be purchased for 50 cents a copy from Mr. Rollin W. Thompson, Roscoe Conkling School, Utica, N. Y.

THE WORKS PROGRESS ADMINISTRATION is performing a valuable service to schools by financing the production of visual aids. California, Colorado, Delaware, Indiana, Minnesota, New York, and Wisconsin are some of the States in which visual-aid projects are being carried out.

THE VISUAL-INSTRUCTION DEPARTMENT of the San Diego County schools is collecting, preparing, and arranging for distribution, mounted pictures, wall maps, charts, graphs, posters, stereographs, lantern slides, and motion pictures.

IN NEW YORK CITY 628 workers are being paid from W. P. A. funds to collect and produce working models, habitat groups, slides, film strips, pictorial graphs, charts, maps, and still pictures. Under the able direction of Herbert Walsh, one of the city principals, this project is not only doing an effective job in the mass production of visual aids, but is also designing, evaluating, and conducting a comprehensive survey of objective teaching materials and techniques.

MORE THAN \$14,000,000 was spent for radio advertising in the United States in 1936, according to figures compiled by Herman Hettinger of the University of Pennsylvania, and published in Broadcasting.

WITH THE COOPERATION of station WBZ, the Newton (Mass.) public schools broadcast a biweekly program featuring pupils of the public schools. Each broadcast is the direct outcome of some phase

of school work and is presented in a dramatic form with proper musical settings and sound effects.

BOND GEDDES, managing director of the Radio Manufacturers' Association, estimates that 7,600,000 receiving sets were manufactured in the United States in 1936.

THE ELECTRICAL DIVISION of the Bureau of Foreign and Domestic Commerce recently issued a 33-page bibliography of References on Radio Subjects compiled by Lawrence D. Batson. This bibliography, which includes select references on the Administration of Radio, Radio Advertising, Education by Radio, Broadcasting, Amateur Radio, Specialized Communications, Technical Radio, and Statistics, may be obtained free by addressing Mr. Batson at the United States Department of Commerce, Washington.

LISTENERS TO INTERNATIONAL BROADCASTS will be interested in *BBC Empire Broadcasting* published weekly by the British Broadcasting Corporation, Broadcasting House, London, W. 1., and listing the short-wave programs available from the British Isles.

THE INTER-DEPARTMENTAL RADIO Advisory Committee and the Federal Communications Commission are working on plans for the allocation of ultra-high radio frequencies between 30,000 and 200,000 kilocycles.

TEACHERS WHO ARE INTERESTED in photography will find the profusely illustrated book *How to Make Good Pictures* to be an excellent practical guide. Copies may be purchased for 50 cents each from the Eastman Kodak Co., Rochester, N. Y.

AND LAST BUT NOT LEAST, we are told that it took 3 months to construct and install the telephone system in the new Interior Building, 1 month to get ready to cutover to it from the old system, and only 80 seconds to make an actual transfer in service.

CLINE M. KOON

Educators' Bulletin Board



New Books and Pamphlets

Safety Education

Education for Safety. Lansing, Mich., published by Eugene B. Elliott, Superintendent of Public Instruction in cooperation with the Michigan Safety Council, 1936.

84 p. illus. (Bulletin no. 303.)

Descriptions of teaching activities which may be used by elementary and high-school teachers in a variety of situations.

A Teacher's Manual in Safety Education. Elementary Schools of West Virginia. [Charleston, W. Va., State Department of Education] 1936. 152 p.

Procedures and units in safety education arranged by grades, one to eight, inclusive.

Safety in Pupil Transportation. Washington, D. C., Research Division, National Education Association, 1936. p. 199-238. (Research Bulletin of the National Education Association, vol. 14, no. 5.) 25 cents.

A practical handbook for school authorities and all agencies responsible for the safe operation of school buses.

New Guides

Guides to Study Material for Teachers, in junior and senior high schools, junior colleges, adult education classes, by Mary E. Townsend and Alice G. Stewart. New York, The H. W. Wilson Company, 1936.

113 p. (Social Science Service Series: 1.) 75 cents.

An annotated and selected bibliography of social studies materials. Lists publications of research associations and foundations, library aids, bibliographies, magazines and news sheets, source materials.

Curriculum Materials, free and inexpensive materials of instruction.

Nashville, Tenn., Fisk University, 1936. 89 p. (Fisk University Bulletin, vol. 12, no. 1. Curriculum Bulletin, no. 2.)

An evaluated list with sources and prices indicated; includes suggestions for selection, filing, and care of material.

Books About Jobs a bibliography of occupational literature, by Willard E. Parker. Chicago, published for the National Occupational Conference by the American Library Association, 1936.

402 p. \$3.

Approximately 8,000 titles, classified and annotated; useful for counselors, personnel officers, teachers, librarians, and administrators.

School Libraries

The Need for Elementary School Libraries and How to Build Them, by W. F. Hall. Little Rock, Ark., published by the State Department of Education, 1936. 47 p.

A manual for teachers, school board members, and members of Parent-Teacher associations for use in developing elementary school libraries.

How Shall We Educate Teachers and Librarians for Library Service in the School? New York Columbia University Press, 1936.

74 p. \$1.

Findings and recommendations of the Joint committee of the American Association of Teachers Colleges and the American Library Association with a library science curriculum for teachers and teacher-librarians.

Child Study

Parents' Questions, by staff members of the Child Study Association of America. New York, Harper and Brothers, 1936. 312 p. \$2.

A representative selection of questions and answers about child training; includes health, emotions, sex education, and character training.

The Family Situation and the Exceptional Child, by John Levy and O. Spurgeon English. Langhorne, Pa., Child Research Clinic of The Woods Schools, 1936.

18 p. (Child Research Clinic Series (whole no. 9.) Free.

Contents: Early signs of children's maladjustment, by John Levy. Future dangers facing the emotionally unstable child, by O. Spurgeon English.

SUSAN O. FUTTERER

Recent Theses

A LIST of the most recently received masters' and doctors' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan.

ARELLANO, MAGDALENO G. Study of some aspects of the organization and administration of public educa-

tion in the Philippines under the American regime. Master's, 1936. University of Kansas. 140 p. ms.

AYDELOTT, CLARENCE R. Facts concerning enrollees, advisers, and the educational program in the CCC camps of Missouri. Doctor's, 1936. University of Missouri. 104 p.

BOYER, RALPH. First aid subject matter in senior high school textbooks. Master's, 1936. George Washington University. 91 p. ms.

BRADBY, SANFORD P. Comparison of reading and achievement in the one-teacher, the three-teacher, and the six-teacher schools, of 11-year-old children in the Negro public schools of Aiken County, South Carolina. Master's, 1935. Hampton Institute. 54 p. ms.

BRIGGS, ELIZABETH M. School report cards as indices of changing educational trends and practices. Master's, 1934. Boston University. 301 p. ms.

BRUNSWIG, LILY. Study of some personality aspects of deaf children. Doctor's, 1936. Teachers College, Columbia University. 143 p.

CHRISWELL, MARCUS I. Factors conditioning pupil success in a technical high school: An investigation of the extent and limitations of the predictive power of various tests, grades and estimates given to technical high school pupils when compared with school achievement measures on the one hand and certain selected measures of occupational success in later years on the other hand. Doctor's, 1936. University of Buffalo. 151 p. ms.

CLARKE, VERA L. Guiding the adolescent girl. Master's, 1934. Boston University. 90 p. ms.

CROWLEY, FRANCES T. Correlation of music and social science in the seventh and eighth grades. Master's, 1936. University of Syracuse. 118 p. ms.

DELL, MARY B. Attitudes produced in pupils through material in certain often-used history textbooks. Master's, 1936. Johns Hopkins University. 101 p. ms.

EDERLY, C. ALDEN. Analysis of personality traits of high-school students. Master's, 1936. University of Kansas. 84 p. ms.

ESSEX, GENE. Establishing the foundation of a course of study for the preparation of industrial arts general shop teachers for the junior high schools of New York State. Master's, 1936. University of Syracuse. 382 p. ms.

KENNEDY, ALICE J. Puppets in the junior high school. Master's, 1935. Boston University. 78 p. ms.

MEAD, HAROLD T. Survey and evaluation of personal hygiene as taught in the accredited colleges and universities of the New England States. Doctor's, 1935. Teachers College, Columbia University. 184 p.

OSBORN, JOHN K. Comparison of reactions to personality and achievement test items. Doctor's, 1934. University of Michigan. 83 p. ms.

PERTSCH, C. FREDERICK. Comparative study of the progress of subnormal pupils in the grades and in special classes. Doctor's, 1935. Teachers College, Columbia University. 101 p.

SIMMONS, MANTLAND P. Changing conceptions in general science textbooks (1911-1934). Master's, 1935. New Jersey State Teachers College, Upper Montclair. 114 p. ms.

SOUTHALL, MAYNIE K. Direct agencies of supervision as used by general elementary supervisors. Doctor's 1929. George Peabody College for Teachers. 138 p.

WELSH, Sister MARY GONZAGA. The social philosophy of Christian education. Doctor's, 1936. Catholic University of America. 98 p.

RUTH A. GRAY

SCHOOL LIFE

VOL. 22



NO. 6

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By the UNITED STATES DEPARTMENT OF THE
INTERIOR, OFFICE OF EDUCATION + + + +

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SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

FEBRUARY 1937

COVER-PAGE QUOTATION

"There is no royal road to geometry."

WOULDN'T you like to commune a minute with the youth pictured on the cover of this issue? He is within the circle of his compass, yet his eyes are not upon the book where the compass centers. His meditations range far beyond. A bit of bafflement, perhaps; there are so many dark spaces into which he cannot see. A touch of rebellion, maybe; so much that is still unlovely might just as well be fine. Some inspiration, no doubt; how far man has come in his mastery over nature. Probably reverence; "What is man that Thou art mindful of him?"

Man has always had his dreams. To this meditating youth on the cover, the dream which most often disturbs his tranquillity comes probably in the form of a question: What is to be my part in the great drama of life? Can I bring light to some dark places in the world? Can I add loveliness to what is now so drab? Can I make yet a bigger lens through which to see still farther among the universes? Can I understand the seeming contradictions of my fellow-

men? And above all, can I truly know myself?

It is upon such dreams that ambition feeds. Wise is that generation which provides for its youth the best chances to dream and the best facilities with which to make their dreams come true. That college serves best its times where ambition burns brightest in the students' minds.

Little does it matter if some students in such a college have ambitions to do what with more years behind them they will no longer wish to do. To get used to pursuing a purpose; to form the habit of being guided by conviction; to transform a dream into a reality; that's what the youth, if he be a student, learns in college.

To such achievements there are no short cuts. Man can abolish hunger by agriculture, but he cannot change the length of the seasons; he can annihilate distance with the radio, but he cannot alter the speed of light; he can tell when the sun's eclipse will appear, but he cannot postpone it. Some things are in man's hands to change, but some things man accepts as fixed.

Among the latter is the nature of man's mind. It grows by projecting the lessons of the past into the uncertainties of the future. Its data may be multiplied and its processes may be refined. But as some doubts are thus resolved, other doubts take their places. As some dark corners are penetrated with light, other dark spots appear. As man progresses toward the goal of his first dream, he finds his eyes fixed on the more distant goal of his second dream.

There is no royal road to geometry.

FREDERICK J. KELLY, *Chief,
Division of Higher Education,
Office of Education.*

PRESIDENT'S COMMITTEE REPORTS

THE Government of the United States is the largest and most difficult task undertaken by the American people, and at the same time the most important and the noblest." That is the introductory statement in Administrative Management, the report of the President's Committee, recently issued.

In another paragraph this statement appears: "From time to time the decay, destruction, and death of democracy has been gloomily predicted by false prophets who mocked at us, but our American system has matched its massive strength successfully against all the forces of destruction through parts of three centuries."

I Am The School Tax

I dispel the tempests of ignorance which threaten calamity to community and Nation.
I build temples wherein the wisdom of ages is passed on to citizens of the future.
I am the means of bringing the Light of Learning to all the children of all the people that Democracy may thrive.
I give to boys and girls of poor and rich alike the services of trained teachers who show them the way to self-dependence and self-realization.
I provide laboratories, libraries, and classrooms where the scientist, the statesman, the minister, the teachers of tomorrow find their strength.
I build the bulwarks which stem the tides of crime.
I shape the key of intelligent public opinion which unlocks the doors to economic, political, and social stability.
I yield returns more priceless than gold, more lasting than steel, more potent than sword or pen—the returns of intelligently thinking minds.
I am at once the guardian ruler and the servant of the world's greatest power and hope—education.
I insure the rights of childhood.
I am the school tax.

—From *The Nebraska
Educational Journal.*

INVENTIONS

HAS everything of any importance been invented?" Justin W. Macklin, First Assistant Commissioner of Patents, asked in a radio address during the centennial celebration of the United States Patent Office. He added that those who have studied the history of inventions answer emphatically "No."

Although the centennial has gone down in history, the inspiration it aroused, particularly in educational institutions of the Nation, lives on to further answer the above question.

The assistant commissioner emphasized that "we do not know what the future holds; this we do know that scientific research and engineering developments as they relate to inventions and patented improvements are being carried forward on a vast scale and in a most businesslike manner. Most of us living now will see

changes as surprising as the developments of the telephone, radio, railroads, steamboat, airplane, electric lamp, vulcanized rubber, and the present marvels of chemistry.

"Not only will man's material surroundings be affected by the scientific discoveries of the future, but the very timber of his existence will be profoundly changed. Thinkers will deal with our great social and economic problems. Our ancient enemies, disease, ignorance, poverty, and crime, will be eliminated."

This is a profound challenge to education.

★ Fifty-four Years Old

THIS year marks the fifty-fourth anniversary of the National Civil Service Act, which was signed by President Chester A. Arthur and became law on January 16, 1883.

Greater interest seemed to be turned toward this celebration than in any prior anniversary, it was claimed by those in charge.

Radio broadcasts were arranged by the American Federation of Government Employees and the National Civil Service Reform League. The press showed much interest in the merit system, and the National League of Women Voters arranged local meetings and broadcasts in connection with the anniversary.

New York, Cincinnati, and Seattle showed considerable activity among local organizations of the American Federation of Government Employees, and in Washington, a mass meeting in the Labor Department auditorium, on Tuesday, January 12, at which President Mitchell of the Civil Service Commission was the principal speaker, proved a noteworthy event.

Otis T. Wingo, executive secretary of the National Institute of Public Affairs, telling of the readiness of his organization to cooperate with various groups in the observance, wrote:

At this time of the fifty-fourth anniversary of the National Civil Service Act, it is encouraging that many organizations and growing public opinion are giving support to the question of merit system and trained personnel in our American Government.

The problem of public personnel is every citizen's problem. The more that can be done to make the average citizen cognizant of that problem and his interest in it, the more successful will be the democracy which is the form of our Government.

The national institute arranged for cooperation with the junior chambers of commerce, and enlisted their aid in arranging meetings throughout the Na-



The cover design for this issue of *School Life* was drawn by Ruth Mayer. The honorable mention drawings shown above were drawn by (left to right) Ruth Dunlap, Earl H. Wolf, DeForrest Judd. The instructor of the class was Willard Combes, Cleveland School of Art.

tion in connection with National Civil Service Week.

Observance of National Civil Service Week began 2 years ago, following a suggestion made by Harry Kranz, manager of the San Francisco district office of the Civil Service Commission, to the national office of the American Federation of Government Employees. The Commission and Federation cooperated in the first celebration of the occasion at that time, and last year various other groups, notably the National Civil Service Reform League, joined in recognition of the anniversary. This year the same groups, with various newcomers, participated again.

★ Conservation

THE Federal Government is now vitally concerned with the need of arousing the interest and securing the participation of citizens in a Nation-wide plan for conservation of national resources. Disastrous results of neglect are now so apparent that the time is appropriate for a widespread attack on this vital problem. This approach needs to be national in scope since many of these resources are, indeed, national in their contacts and are not limited by local or State boundaries.

The schools of the country, with their enrollments of tens of millions of learners, should become the most important ally of the agencies primarily interested in the conservation of our national resources. The most effective method of disseminating information about conservation and of building a public support, on the basis

of fact, for plans to recreate and conserve our abundance, is to utilize this gigantic agency for the systematic transmission of ideas called organized education. It is trite, but still true, to say that "as the school is, so is the nation."

To be effective in educating the Nation concerning conservation, the information disseminated must meet three requirements. First, it must have genuine scientific authenticity. Second, it must be organized for school use by professionally trained and experienced curriculum specialists in conformity with State and local curriculum offerings. Third, it must find its way to the pupils through the regular channels provided by the Federal, State, and local educational agencies.

The schools are already giving some, but only relatively slight, attention to conservation in connection with courses in various sciences and social studies at elementary school, high-school, and college levels. The work needs to be greatly expanded, vitalized, and integrated to the end that pupils in the schools may approach adult citizenship with a much clearer realization than now obtains not only of their responsibility but of the real opportunity which exists for them in conserving wildlife, forests, land and soil, oil and minerals, and the even more important fields of health and human life.

Excerpt from a paper entitled "A Proposal to Set Up a Service in the Office of Education in Conservation Education", and presented to the Wildlife Conference, Washington, by COMMISSIONER J. W. STUDEBAKER.

The Vocational Summary



In Chicago and Gary

A TRADE school accommodating 6,000 students is soon to be erected in South Chicago, under authorization from the Chicago Board of Education. This school will be built at the request of approximately 100 industrial and business concerns in the South Chicago area, which have agreed to absorb annually at least 1,000 graduates into apprenticeship. The area to be served by this institution, which will be of the factory unit type, has approximately 500,000 employed workers, more than 100,000 of whom belong in the class of skilled workers. The movement for the erection of the school grew out of meetings arranged by the State Department of Vocational Education for Illinois and a representative of the trade and industrial education service of the Federal Office of Education during the past year. Attending these meetings were general managers and personnel managers representing South Chicago industries, to whom the possibilities and advantages of a trade and industrial training program were explained. During the year training conferences were held for more than 100 department heads and foreman training programs for approximately 400 foremen. As a result of these conferences apprenticeship training programs have been worked out for 14 different trades which lend themselves to apprenticeship training. As a result of all these activities, also, the Chicago school board through City Superintendent of Schools William H. Johnson is gradually reorganizing the educational program in the city, with a view to expanding the vocational training work and making it more effective. Out of 40,000 workers employed in Gary, Ind., 28,000 are in plants which are subsidiary to industries whose headquarters are in Chicago. Schools and industries in Gary, therefore, are also co-operating in an apprenticeship training program. Much credit for the movement to build the new South Chicago Trade School and to reorganize the vocational training program in Chicago and Gary belongs to Superintendent Johnson and his assistant, Maj. Frank L. Beals and the State supervisor and assistant supervisor of trade and industrial education for Illinois, J. W. Thompson and J. W. Paul respectively; and to William A. Wirt,

City Superintendent of Schools, and G. E. Wulfin, local supervisor of vocational education in Gary; and Allen T. Hamilton, State supervisor of trade and industrial education, and Russell Greenley, teacher trainer for trade and industrial education, in Indiana.

Vocational graduates score

One of the solutions for unemployment, Supt. S. M. Stouffer, Wilmington, Del., believes, "is to train a larger number of pupils in the schools along vocational lines, in which the demand for workers is greater than the supply." To substantiate his conclusion Dr. Stouffer cites the results of a survey recently conducted by his office. This survey shows that of 48 pupils graduating from the Wilmington Trade School, 100 percent are employed. The survey disclosed further that of 163 graduates from both high schools in the city, 71 percent are employed. Of particular interest also is the additional fact revealed by this survey—that of the 365 nonvocationally trained graduates of the two high schools who did not enter college only 50 percent are employed. "It is the fellow who is not well trained for any specific task who seems to have the greatest difficulty in securing work", Dr. Stouffer declares. In a report on a plan for expansion of the vocational education program in Wilmington, Dr. Stouffer calls attention to the fact that the George-Deen Act, passed by the Seventy-fourth Congress, and effective July 1, 1937, authorizes the appropriation of funds which would make available to the State of Delaware about \$30,000 "for the type of instruction that we are now carrying on in the Wilmington Trade School, the evening and commercial departments of the Wilmington High School, and the P. S. Du Pont High School." In addition, he states, "this act authorizes the appropriation of funds which would make available to the State approximately \$10,000 for training in what are known as the distributive occupations, which include salesmanship and merchandising."

Practice teaching on new scale

Representatives of the home economics teacher-training department of the Colorado State College and the State Board for Vocational Education have developed a plan whereby prospective teachers will

receive 6 weeks' experience in full-time teaching in home economics departments of State high schools. Under this plan, which will be put into operation next fall, students will devote an entire semester of their senior year to professional education. Twelve weeks will be devoted to intensive course work, supplemented by observation work in the home economics departments of Fort Collins schools. The full-time teaching practice will be given under the guidance of a successful teacher who has received special preparation in supervision. Teaching practice will include experience not only in classroom instruction but also in home visitation and contact work, cooperation with the vocational agriculture teacher in courses and projects involving a combination of home economics and agricultural instruction, in work for out-of-school youth and adults, supervision of home projects of students, and in taking part in the social and civic life of the community in which teaching practice is secured. Only schools which have strong vocational programs and where student teachers will have an opportunity to secure a variety of experience will be selected for this practice teaching program. While this plan requires considerable adjustment in the college schedule for senior students, it will provide the desirable experiences that are not available in the present program and should enable home economics teachers to enter upon their vocation with assurance.

Cotton farmers go to school

Cotton marketing on a profitable scale is the objective of a cooperative educational plan recently put into operation through the combined efforts of the supervisors of agricultural education in the Southern States and the American Cotton Cooperative Association, of New Orleans. This plan calls for the instruction of students enrolled in vocational agriculture departments of high schools in these States, as well as of adult farmers enrolled in evening agricultural classes; in the classing, ginning, and marketing of cotton. Vocational agriculture teachers in the States in which this service to farmers has been requested are gathered together in groups and instructed through demonstration and discussion by field representatives of the cotton association.

These teachers in turn are offering similar instruction to the farmers in the night classes now being held throughout the South. Association representatives aid vocational agriculture teachers in conducting demonstrations and discussions on classing and qualities of cotton in day school and night classes. These representatives also give instruction to supervisors, teachers, and vocational agriculture students on the services and facilities offered by cotton cooperatives, and their method of operating. The instruction is extended to cotton ginner, also, who are taught to gin cotton in such a way as to insure a longer staple and thus to cut down waste. Courses are based as nearly as possible upon local conditions. To create interest in these cotton classing, ginning, and marketing courses the cooperative association circularizes its affiliated associations and their members, impressing upon them the value of the courses. The purpose of the program as stated by Stanley Andrews, editor of the *American Cotton Grower*, official publication of the association, is "to bring the facts incident to the marketing of cotton to the producer in such a way as to increase his knowledge of conditions, circumstances, and qualities which affect final value of his cotton, placing him in a strong position in marketing his crop."

Michigan steps along

Michigan now has vocational agriculture departments in 230 high schools, E. E. Gallup, State supervisor of agricultural education, reports. This is in contrast with 43 departments in 1918. Of the 230 departments now in existence, 211 are on the reimbursement and 19 on the non-reimbursement or waiting list. The 230 vocational agriculture departments furnish employment openings for graduates of Michigan Agricultural College who qualify as teachers of vocational agriculture. Ten new departments have been added to the list of departments which have qualified for and desire reimbursement. More would have been added if the supply of teachers had not been exhausted.

Jewelry trade school started

About 60 boys enrolled in a trade school for the preparation of workers in the jewelry industry, opened during the past year in Attleboro, Mass., one of the New England jewelry trade centers. Much of the equipment and machinery for the school has been loaned by local jewelry manufacturers. As a part of their training, students enrolled in this course have installed the equipment and have made the minor repairs necessary to put it in good working condition.



A student in the distributive occupations course in a Seattle high school, who has had practical experience as a salesgirl in a local store, drilling her classmates in sales technique.

Cooperative training

Approximately 165 selected youth are trained each year in retail selling in the Seattle public schools on the cooperative training plan. Each individual selected for the training must be 16 years of age or over and of not less than senior standing in high school. Class work for these students consists of 5 hours a week of discussion and drill in store system, servicing, merchandising display, advertising, stockkeeping, cash-register practice, wrapping, selling methods, and sales demonstration work. The stores agree to employ as many of these young people as are acceptable to them on Saturdays, sale days, and during Christmas and Easter vacations; pay them at the going wage for extra help; and retain them permanently if they prove competent and desirable employees. The privilege of enrolling in these courses is eagerly sought after by high-school seniors. Each year from 50 to 100 students in the six high schools offering the retail selling course apply for admission to the course, although only 30 at the most can be accommodated. As a result it is possible for the coordinator with the help of the teacher to make a careful selection of the best individuals available. Selection is made on the basis of personality, personal appearance, interest and fitness for the work, success in school (not necessarily scholarship), and apparent need. From the selection thus made the least desirable applicants are eliminated by an arithmetic test and an oral test of judgment in selling situations. Usually half

of each class is employed by November. The others must wait until extra help is needed, but by Christmas practically all the students are working. During the year 1934-35, 160 students out of 163 were employed during the week before Christmas. Their earnings for the year, in which they put the equivalent of 3,792 working days, totaled \$8,152.58. Of the 163 students enrolled during 1934-35, 147 were girls and 16 were boys. They were in demand particularly at Christmas by the stores, which made almost continuous requests of the placement bureau of the public-school system for help during the holiday shopping period. In 1935 a graduate class in retail selling was established at Edison Vocational School. This class admitted students from all over the city, who had graduated from high school and had not found employment. They were allowed to leave the class whenever they found employment. This arrangement proved satisfactory to stores and students alike. Numerous instances of students who have secured valuable positions and unusual advancement are cited by Miss Celia D. Shelton, commercial coordinator, Seattle schools.

The Vocational Summary will welcome brief notes appropriate to its columns from those engaged in vocational education in agriculture, home economics, trade and industry, and commercial education, and also in the field of vocational rehabilitation.

CHARLES M. ARTHUR

Florida Teachers Thrifty

IN Dade County, Fla., 510 school teachers are sole owners and operators of their own saving and loan institution. Teachers in this county may go to their cooperative lending institution for loans on reasonable terms and at reasonable rates of interest.

The loan application will be acted on by a credit committee composed of teachers; the money is paid out by a teacher-secretary; and the funds come—not from the Federal, State, or county Government but—from the accumulated savings of teachers themselves.

Over 2,000 organized

In short, these teachers have started a Federal credit union—one of more than two thousand which have been organized throughout the United States since the act of Congress in June 1934 authorized these cooperative thrift and loan associations under Federal charters.

Organized in April 1935, the Dade County Teachers' Federal Credit Union has savings of over \$22,000 and is now turning over the money a second time in loans to its teacher-members who have occasional borrowing needs.

The credit union is performing a fine social service for members who have fallen afoul of heavy interest charges on small loans or installment buying, and is also creating a sound and healthy means of investing money saved by teachers. The group has just declared a 6-percent dividend to its members and in addition is building up a reserve fund.

Origin of unions

Credit unions are devoted to the principles formulated over 75 years ago by Friedrich Wilhelm Raiffeisen, a German, who believed that the systematic saving of money by small groups of people would soon build up funds adequate to take care of the credit needs of individual members of the groups on reasonable terms.

This is the thought that has launched tens of thousands of credit unions in Europe and Asia; and now there are about 5,500 credit unions in the United States with over 1,250,000 members and capital of over \$100,000,000.

The oldest credit union in the United States has been in operation more than twenty-five years. Until recently, credit

unions could be chartered only in those States which had enacted credit union laws, authorizing the operation of these self-help institutions under State banking departments. Then, in 1934 the Federal act was passed. Now credit unions may be set up anywhere.

Among occupational groups, schools and colleges rank fourth in the number of Federal credit unions. Altogether, there are at least 300 of these operating credit unions under State and Federal charters in 43 States, the District of Columbia, and Hawaii. In number of teacher credit unions operating under Federal charter, Connecticut ranks first with 21 organizations. Credit union service is available to more than 9,000 of the 12,000 public school teachers in the State. Pennsylvania has 16 teacher Federal credit unions, New Jersey 14, Florida 9, Indiana 6, Texas 6, and Hawaii 5.

Cooperative basis

Federal credit unions are conducted on cooperative principles. The interest rate is 1 percent or less on unpaid balances, or a charge of \$6.50 on a loan of \$100 amortized through the year. The board of directors and credit committee is elected by the members and composed of members.

The main purpose of a credit union is the cultivation of the saving habit. To become a Federal credit union member, it is only necessary to save as little as 25 cents a month. Savings go to purchase credit union shares at \$5 each. The money can be withdrawn in full, subject to notice, but if it is allowed to remain, it participates in the dividends declared on the credit unions' earnings, which have averaged from 5 to 6 percent a year.

The next greatest value of the credit union is that it constitutes a source of loans for needful purposes. Many credit union loans have gone to pay hospital and medical bills. Others buy furniture, food, clothing, and other household needs. Teachers have found it convenient to borrow a part or all of the cost of taking summer courses at universities, or financing vacation trips.

Loans repaid

These loans are almost always repaid in full. Under Federal law, loans of more than \$50 must be secured, and State laws

have similar provision. But loans are essentially character loans, based largely on the common knowledge among the group concerning the honesty, earnings, and general credit standing of individual members.

The actual experience of many hundreds of credit unions, covering a quarter of a century of operation, shows that losses from bad loans are almost negligible. Of 1,000 credit unions analyzed for the depression year 1933, only 156 had any losses. Calculated on the volume of loans made, bad debts amounted to less than one-fourth of 1 percent.

R. C. DORSEY,
Farm Credit Administration

On Your Calendar

AMERICAN ASSOCIATION OF DENTAL SCHOOLS. Baltimore, Md., Mar. 15-17.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN. Savannah, Ga., Mar. 15-18.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. New Orleans, La., Feb. 20-25.

ASSOCIATION OF DEPARTMENTS OF EDUCATION IN COLLEGES. New Orleans, La. Feb. 21.

CLASSICAL ASSOCIATION OF THE MIDDLE WEST AND SOUTH. Nashville, Tenn., Mar. 25-27.

CONFERENCE OF SOUTHERN MOUNTAIN WORKERS. Knoxville, Tenn., Mar. 9-11.

EASTERN COMMERCIAL TEACHERS ASSOCIATION. Boston, Mass., Mar. 24-27.

NATIONAL ASSOCIATION OF HIGH-SCHOOL SUPERVISORS AND DIRECTORS. New Orleans, La., Feb. 20-25.

NATIONAL COUNCIL OF BUSINESS EDUCATION. New Orleans, La., Feb. 20.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE. New Orleans, La., Feb. 20-25.

NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION. New Orleans, La., Feb. 20-24.

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS. Chicago, Ill., Apr. 7-10.

PROGRESSIVE EDUCATION ASSOCIATION. St. Louis, Mo., Feb. 25-27.

From CCC Camp To Employment



THE underlying purpose of C. C. C. camp education is to make men more employable. In view of the comparatively brief time—the average length of enrollment is 8 months—which enrollees spend in camp, the training

program must be intensive and practical throughout.

Into the camps every new enrollment period come thousands of young men without work experience, without developed skills, and without plans for their future. These men represent a great reservoir of human resources which are yet untapped and untrained. Knowing that the country cannot suffer the loss of the assets of these men, C. C. C. officials are attempting to prepare them for and help place them in useful activity.

The whole camp situation is educational to many of the men. It is difficult to conceive of any experiences in camp in which learning does not take place. Certainly the work experience prepares men for employment. The task of camp officials is to supplement the work program with basic training in the underlying vocational principles, in order that the men may know why they do the work this or that way. In fact, all experiences of the camp can be utilized in enriching the enrollee's knowledge of the world in which he lives, moves, and has his being. The job of the educational adviser is to enrich and intensify all aspects of such training and keep educational opportunities vividly before each man.

Guidance

This the adviser and other camp officials do in various ways such as personal conferences, group discussions, and camp meetings where all the men are present. Personal talks with each man have proven the most satisfactory method for getting at individual vocational problems. Several thousand of these interviews are held each month. The adviser discusses the vocational interests and needs of the men in relation to their education and experience, as well as in relation to the opportunities for employment. Men

Howard W. Oxley, Director of CCC Camp Education, Tells How CCC Officials Are Attempting to Help Place Enrollees in Useful Activity



Enrollees learn surveying.

having common vocational interests meet occasionally to discuss their vocational problems, usually under the leadership of a person working in that field. Camp meetings of all the men are held regularly to discuss employment trends and the opportunities in various fields of endeavor. Frequently, the group or camp meeting results in subsequent personal interviews with the adviser and others to determine individual qualifications for such work, and to outline a training program which will better prepare the camp member for it.

By using a cumulative record system, the adviser is able to keep a constant check on the enrollee and can guide him better into those activities which he should pursue. At the close of the enrollee's camp service, he may have a copy of his cumulative record card which he may need to use in seeking employment.

Applying for a job

Of invaluable service to enrollees is the instruction which they receive on how to contact employers for work, how to write a letter of application for a job,

and how to interview a prospective employer. Practically every corps area has prepared material on these subjects. Some have presented it through the medium of playlets. These playlets have had such titles as: "He Got the Job", "He Didn't Get the Job", "Bill Burns—Job Hunter."

Contacting employers

Enrollees are encouraged to keep in close touch with employers back home and with their relatives, furnishing them up-to-date information on their training, experience, and other qualifications for work. Every enrollee is also advised to make continuous use of the public employment office nearest his home and to keep his registration active.

Camp officials, including the military, technical, and educational personnel, are continuously on the lookout for job openings for their men. They contact nearby employers, business groups, civic societies, and placement services in search of work opportunities. Enrollees are often introduced to business men and civic



CCC work project.

leaders in nearby towns, who may be able to help them locate employment. Newspaper want ads are duly examined for further job leads.

Several advisers, notably in the First Corps Area, have enlisted the help of local newspaper publishers in announcing to the public that C. C. C. camps have many young men qualified for work.

Placement service

The First Corps Area also reports that one of its districts, which includes Maine, has started a placement bureau for its enrollees. Every camp member in the district has been interviewed and a complete record of his educational and vocational qualifications prepared. This information has been recorded with the placement bureau for use in fitting the men into jobs as they can be found.

Three districts of the Second Corps Area, with headquarters in New York City, have periodically prepared a list of the seven most qualified enrollees of each camp, together with a summary of their qualifications for work. This list has been circulated among several hundred

selected employers in New York, New Jersey, and Delaware. In the Delaware district, the State Employment Service is cooperating in a plan by which 25 selected boys from each camp are registered in a special file kept at district headquarters for placement purposes.

A circular recently sent to several Delaware employers by camp advisers read as follows: "You are a prospective employer. We have 1,258 young men in the 8 C. C. C. camps of this district. Seven men from each camp have been judged 'most employable', and brief descriptions of them appear in the accompanying pamphlet. These men have proved their worth in our organization and they are aching for a chance to do so in yours. The C. C. C. pays from \$30 to \$45 per month, with food, clothing, and shelter. If you can offer them something better either now or later, please communicate with the educational advisers of the camps involved. Interviews can be arranged * * *"

A similar system for circularizing employers with a description of enrollees

qualified for work is used by camp advisers in Iowa.

Agencies cooperative

C. C. C. officials have found community leaders and agencies increasingly cooperative in efforts to place enrollees in employment and a wholesome community life. The First and Second Corps Areas have secured the assistance of the Y. M. C. A., State employment offices, and counselors of the N. Y. A. staff in adjusting enrollees to employment conditions upon their return home. Out in the Sixth Corps Area, the Illinois Employment Service has agreed to distribute among its county offices pertinent information on discharged enrollees of Illinois.

The Fifth Corps Area has organized follow-up councils in certain counties of Ohio, Indiana, Kentucky, and West Virginia. Camp advisers in Kentucky and West Virginia have worked out an arrangement whereby a copy of the discharged enrollee's record may be filed with the local placement or welfare agency in his home county.

Last month, in an effort to improve the system of personnel records among the camps, the C. C. C. Office of Education introduced a new cumulative record card. This card will place enrollee records on a more uniform basis throughout the country and will be of greater use to employment offices in helping enrollees find work. The cumulative record card will contain in a systematic way the type of information and data necessary for the enrollee's placement.

Results encouraging

The fact that approximately 10,000 men are leaving the camps each month to accept private employment indicates in some measure the type of service which the C. C. C. is offering its enrollees. Three large industrial concerns, one each in New York, Illinois, and Washington, recently stated that they preferred to employ C. C. C. men because of their practical training, ability to follow instructions, and willingness to work.

Camp Advisers Meet

CAMP advisers of the Fourth Corps Area are to participate in a meeting on conservation and education at New Orleans, Feb. 26 and 27. This conference is being held in connection with the annual meeting of the Department of Superintendence. Robert Fechner and Howard Oxley plan to address camp advisers at this conference.

Educational News



In Public Schools

THE STATE DEPARTMENT OF EDUCATION of Colorado has recently issued an elementary-school course of study consisting of 724 pages. The course is divided into three parts: How to Use this Course of Study; What to Teach and How to Teach it; and Helps for the Teacher on Special Problems. The committee that prepared the course of study had in mind certain fundamental objectives; among these are: 1. Health—mental and physical. 2. The development of understanding social relationships. 3. The development on the part of the individual, of the ability to participate in social activities. 4. The development of activities conducive to human relationships with a sense of personal responsibilities. 5. The development of clear thinking, based on wide information that will aid the individual in analyzing social situations. 6. The development of habits and skills that are necessary for intelligent living.

THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION of Pennsylvania has announced that speech-defective children who live in rural districts in Pennsylvania may now have the help of specially prepared teachers of speech. This is made possible through the aid given to the local school districts by the Commonwealth under regulations drawn up by the department of public instruction. In the smaller school districts, of the fourth class, there are more than 20,000 children who possess speech defects. Most of these live where there are so few children that the district cannot afford to employ a full-time speech correctionist. In the past these children have been neglected. Because of this need, provisions have been made for adjoining districts jointly to engage a specialist. The Commonwealth under the provision of the school code is authorized to pay 80 percent of the salary of the teacher provided she is certified for such teaching and the arrangements meet with the approval of the division of special education in the department of public instruction. Similar

aid, in smaller amounts, is also available to the larger school districts.

AN ANALYSIS OF THE FINANCING OF EDUCATION and Other Governmental Functions in Wisconsin is the title of a research bulletin issued by the Wisconsin Education Association.

A KINDERGARTEN FOR EVERY CHILD is now a fact for the first time in the history of Seattle, Wash. Extension of kindergarten facilities to all schools was begun last year by the board of education and completed this year. Last September, 2,459 5-year-olds went to kindergarten; this September 2,846 enrolled.

A SERIES OF 1-DAY CONFERENCES for public-school music teachers of North Carolina was held during the fall in the following places: Asheville, Raleigh, Greensboro, Greenville, Red Springs, and Davidson. These conferences were sponsored by the public-school music department of the school of music of the Woman's College, the music department of the State Federation of Women's Clubs, and the State department of public instruction. The program included discussions of: 1. Approved methods of teaching various phases of music appreciation; 2. Type lessons in music appreciation followed by discussions of the lesson text; 3. Learning and singing songs suitable for use in the music appreciation course of study.



Before.



After.

A MANUAL ON TRAFFIC SAFETY for California secondary schools was recently issued by the State department of education. The materials presented in the manual are intended to serve as a minimum content for the instruction in highway safety and accident prevention as prescribed by law.

THE MICHIGAN EDUCATION JOURNAL reports that local boards of education in 29 cities in that State are sponsoring correspondence study centers giving courses offered by the University of Michigan extension division. Local superintendents or school boards may request a study center when 15 or more students have shown an interest. The work is all on the college level. The school board usually provides the meeting place, light, heat, and use of the school library.

A BRIEF BULLETIN on Suggestions for Landscaping Rural Schools has been prepared under the direction of the school plant committee of the Julius Rosenwald Fund, Southern Office, Nashville, Tenn., with the hope that it may be useful in offering stimulation and directions for improving the appearance and usefulness of rural school grounds. The designs have been developed, mainly, from actual situations in three demonstration counties in school plant rehabilitation under the supervision of county school plant mechanics. The illustration below is reproduced from the bulletin.

A COMPREHENSIVE SURVEY of secondary school libraries in California has been undertaken as a joint project of the State department of education and the school library association. A summary showing trends in secondary school libraries in that State is given in the *Wilson Bulletin for Librarians*, December 1936. The summary of one of the divisions of the survey shows that school library budgets are being increased, that the trend is toward professionally trained school librarians and that curricular changes in secondary schools require improved library facilities.

DELAWARE STATE Department of Public Instruction has issued an attractively illustrated pamphlet containing facts about the various services rendered by the schools of the State.

W. S. DEFFENBAUGH



In Colleges

RADIO IN EDUCATION.—Radio station KWSC at the State College of Washington broadcast 3,800 programs last year. The faculty of the college of agriculture led with 737 broadcasts; next, the college of sciences and arts with 720 broadcasts in scientific and cultural subjects; home economics 650; music and fine arts 350; engineering 250; journalism 550; physical education 220; mines and geology 80; religion 90; education 66; pharmacy 40 and alumni 36. Scores of broadcasts were given by individuals and organizations. On an average 140 students per week participate in programs and many who received their training at KWSC now hold responsible positions with large radio companies throughout the Nation. In January the station began using its new power ratio of 5,000 watts.

BENEFACTIONS.—For the first half year ending December 31, 1936, Cornell University received a total of \$673,740, of which \$430,006 represents additions to the endowment funds of the university. For the year 1935-36, donations amounted to \$781,487.

The University of Chicago recently received its largest unrestricted gift—\$3,000,000 from the General Education Board of New York to be spent for the development of the medical school and improvement of the university generally. Although the trustees of the university have absolute discretion in spending the grant to improve the medical school and



A new home for student teachers. \$232,000 dormitory built on the campus of the Texas State Teachers College in Denton for 100 of its women students. It is one of a number of buildings constructed by the State College with allotments totaling \$1,300,000 from the Public Works Administration.

the university, the background of the discussions leading to the gift suggested that about \$360,000 a year would go to medicine. It is assumed that the gift will be spent in about 5 or 6 years; this necessitates the raising of \$15,000,000 additional endowment for support.

TRAINING FOR SANITARY INSPECTORS.—During the past summer the University of California made the first attempt in the United States to train sanitary inspectors on a large scale; 45 men from 9 Western States and Hawaii were put through a rigorous training course. Continuing its drive to assist State health departments in training adequate public health personnel, a second training course will be conducted from February 8 to May 4, 1937. This course will include lectures, conferences, laboratory practice, group field trips, and the practical study of county and city health departments. Further details may be obtained from Dr. K. F. Meyer, Life Sciences Building, University of California, Berkeley, Calif.

A "STATE CAREER" PLAN whereby brilliant but needy young men and women would be put through various professional courses of study at the University of Wisconsin free of charge, and later, upon graduation, would enter the State service and pay off their debt to the State by their work is being considered by a committee of the deans of the university. Upon

graduation such students would be placed at the service of the State, work off their debt and if they chose, continue in the State service.

A COURSE IN SKIING and how to apply first aid for ski injuries, recently announced at Massachusetts State College, has 45 students enrolled. Instruction began with a dry course in skiing given in the physical education building cage, followed by daily practice sessions on nearby slopes. The safety factor will be emphasized in order to encourage the present growing popularity of this winter sport.

A NEW SCIENCE HALL at the University of Arizona constructed at a cost of \$200,000 and recently occupied provides students of physics and chemistry with ultramodern facilities—alternating and direct electric currents, hot and cold water, distilled water, and gas are all piped directly to each student bench. The fire-proofed building is equipped with a master ventilating system which will draw fumes from separate rooms or the entire building within a few minutes. The largest laboratory accommodates 84 students at one time and provides drawer space for 500 students.

TWO HUNDRED AND NINETY-ONE COAL MINERS are attending night classes conducted by Ohio State University's de-

partment of mine engineering and the State board of vocational education. The work is arranged on a 3-year basis, students attending a 2-hour session weekly for 40 weeks in the year. First-year students are studying general science, mining law, and arithmetic; second-year students study mine ventilation, and those in the third year study roof support or "mine timbering." The object of this work is to give miners the opportunity to become better and safer workers, and better opportunities for promotion.

FORESTRY AS A PROFESSION is increasing in popularity so rapidly that Pennsylvania State College is unable to take care of all the young men who desire to enter that work. Last year the number of freshmen admitted increased from 50 to 150; but last fall the newcomers were held down to 105 because with the enlarged enrollment in the upper classes the staff could not handle more than that number. Applications for admission to the forestry course last year reached 197 and continued to rise last fall to 222. The increased demand is found in both the 2- and 4-year courses.

LAW GRADUATES.—The University of Arizona has graduated 128 students in the past 6 years from its college of law. Of these 117 have passed State bar examinations; 49 have remained in Arizona and are practicing law; 40 are practicing in other States, and the remainder are in other vocations.

SELF-HELP AT HARVARD.—From the alumni bulletin of December 18, 1936, total earnings for the past 20-odd years show how much employment means in undergraduate life. In 1914-15, 1,200 registered jobs brought \$95,000 to students. In 1919 and the post-war depression period the figure dropped to \$50,000, but by 1931-32, 2,100 jobs were bringing in \$375,000. Then the full effect of the depression was felt. In June 1934 when the earnings of 1932-33 slid down to \$296,000 a sort of W. P. A. was introduced. An appropriation of \$40,000 opened up about 45 more jobs, and the earnings stopped their rapid decline and started leveling off at about \$295,000. There are two groups of jobs, those coming through the student employment office, and those through the university. The usual jobs include freshman waiters, newsstand concessions, library and museum jobs, soliciting concessions, laundry contracts, pressing contracts, newspaper contracts, and conces-

sions at games, and in addition a conglomeration of positions from chore-workers to typists.

PROGRESS-MEASURING TESTS for 6th, 7th, and 8th grades in 225 Iowa elementary schools were administered January 25, 26, and 27. About 30,000 tests were sent to the schools by the University of Iowa College of Education for the 1937 program. Administration of the total battery of examinations in this third annual basic skills testing program will require about 5 hours distributed over the 3 days. The program is to determine for the information of school officials the efficiency of the teaching program. Each school will score its own papers and report to the university. The college of education will then furnish detailed information by grades and buildings. The principal divisions of the tests are—silent reading comprehension, basic study skills, basic language skills, and basic arithmetic skills.

STUDENT UNIONS.—The first student union building was constructed about 40 years ago, and in the past decade the movement has become increasingly widespread. The Association of College Unions, established 17 years ago, now has 31 full members—president: Carl Lauterback, director of Todd Union, University of Rochester, and secretary, Paul B. Hartenstein, director of Houston Hall, University of Pennsylvania. The association held its annual convention at the University of Texas, in December, and is cooperating with Miss Edith Ouzts who is gathering material for a survey sponsored by the Laura Spelman Rockefeller Foundation.

University of Kentucky's new student union building is soon to become a reality. The site is being cleared and architect's drawings are being reviewed for acceptance. The red brick building to cost over \$200,000 will be three stories in height with an arcade on the ground floor accommodating a soda grill, cafeteria, dining room for athletes, kitchens, etc.; other features will be the men's lounge, woman's lounge, a great hall, club rooms, social room offices, ballroom, and promenade deck.

EMPLOYMENT.—University of Iowa's engineering graduates will not be worried over unemployment next June according to the dean of engineering, since the demand for trained men exceeds their supply. Numerous requests for well-trained young men even months in advance of

graduation have exceeded those of recent years.

More than 1,300 chemists and chemical engineers graduated from the Pennsylvania State College hold positions of importance in 42 States and 14 foreign countries. Nearly three-fourths of last June's women graduates are employed, including 57 teachers and 17 dietitians.

TESTS FOR POLICEMEN—Wayne University's school of public affairs and social work has issued a study on Experiments in the Mental Testing of Detroit Policemen, showing the Army alpha test to be the most suitable for selection of patrolmen, and the chief means by which the most mentally capable men are selected from among physically fit candidates.

A police training school with college credit has been organized at Chaffey Junior College (Calif.) with the cooperation of the Los Angeles and Ontario Police Departments. The success of the school last year has added impetus to the work this year.

ONE HUNDRED AND FIFTIETH ANNIVERSARY.—Alumni of the University of Pittsburgh, almost 25,000 strong, are celebrating the 150th anniversary of the University's founding on February 28. Their celebration takes place on the 25th.

WALTER J. GREENLEAF



In Educational Research

BERNICE E. LEARY AND WILLIAM S. GRAY have reported upon a series of investigations made by them to answer the question for adults, "What makes a book readable?" The results have implications for children as well as adults. The investigations concentrated on the aspects of a book which make it difficult to read. These involved type of words, length of sentence, number of different words, number of polysyllables, etc., found in sample passages from the book. These various factors were related to a reading comprehension score so that the importance of each of these factors could be judged. Regression equations were built up by which the readability (i. e., reading level difficulty) of books, magazines, etc., could be predicted when knowing some eight factors regarding the structure of the writing and type of words. The investigation brought to attention again incidentally that the reading ability of many adults is very low. This means not only that reading material must take into ac-

count the level of reading ability of adults, but it also points to the probability that reading instruction requires greater attention in our schools.

The authors recognize that the type of ideas presented have a considerable bearing on readability apart from the more structural aspects of the language involved. Research on this aspect of reading is left for future studies.

THE PROCEEDINGS OF THE SECOND CONFERENCE ON EXAMINATIONS, held at Folkstone, England, in June 1935, have been reported upon by Paul Monroe in a publication just issued by the bureau of publications of teachers college, Columbia University. This conference discussed the results of certain research which had been carried on in response to the suggestions made at the first conference held in 1931. This research dealt mainly with the reliability of the examinations which are given in various European countries to select entrants to higher secondary schools. Since these examinations are of the essay type, and since little or no attempt has been made to make such examinations uniform, it was natural that the examinations were found to be quite unreliable. This research was encouraged it is believed, as a sort of demonstration in order to convince university officials and State examination officials of the weaknesses in the present examination systems of the different nations of Europe. Research in the United States during the past 2 decades has accumulated considerable evidence on the reliability and validity of examinations. The extension of such research to Europe should be gratifying to the pioneers in this field in our country.

An important idea brought out in the discussion concerning the improvement of the selection of students for higher institutions was the reference to the use of cumulative records. Scotland has already inaugurated in places such a system of records. It was contended, and rightly, that less reliance need be put on stated formal examinations if a reliable educational history of each candidate is available.

This volume will be especially interesting to those following European education or those interested in the selection of pupils for institutions of higher learning.

HAYRAH BELL AND WILLIAM M. PROCTOR have assembled some information regarding the selectiveness of the American high school at present compared to 16 years ago. Much has been

written regarding the increase in high-school enrollments during the last 2 decades, and opinions have been ventured that the high school had at last become an institution in which pupils of all types of interests and abilities were enrolled. Much specific information regarding the change in type of high-school population has, however, been lacking. The study by Bell and Proctor does give comparative information regarding the occupational classification of fathers of high-school pupils now and 16 years ago, and also compares the pupils for the two time periods in regard to their intelligence quotients. Certain definite changes are indicated in these data. This study is published as *High-School Populations Then and Now* in the *School Review* for November 1936.

CLARENCE R. AYDELOTTE has made a study of certain aspects of the educational programs of the C. C. C. camps of Missouri. The study was made by submitting questionnaires concerned with the enrollees' previous educational experiences and social and cultural environment and the various activities engaged in the camps. The educational and social qualifications of the camp educational advisers were also investigated. A large number of factors were investigated and a great many conclusions drawn. The study should not be overlooked when investigating the C. C. C. program or in considering the lessons which the public schools might draw from this educational experiment in the C. C. C. camps. The study is published by the author, who is a principal in the schools of St. Louis, Mo.

THE STATE DEPARTMENT OF EDUCATION of Ohio has issued a bulletin describing a large number of researches made in connection with their State-wide achievement testing in both elementary schools and high schools. Most of the studies deal with the variations in achievement found between different questions. These variations reveal differences in emphasis in teaching and in the ability of the school systems to teach certain facts which are considered fundamental. Some of the studies deal with the total test scores in relation to vocational choice, age, and the like. The bulletin shows the advantage of having a State testing system tied with the universities, since considerable work in connection with the construction and evaluation of tests may be done by graduate students in such institutions. Many of the studies reported were supervised by Ray G. Wood, the editor of the

bulletin. In writing for the bulletin, ask for Ohio State Department of Education Bulletin No. R-1, Ohio State University, Columbus, Ohio.

IT IS INTERESTING TO FOLLOW the developments of the secondary evaluation study of the Progressive Education Association under the direction of Tyler at Ohio State University. These developments form the basis for articles published from time to time in the Ohio Educational Research Bulletin. The article by Louis Rath in the November 11, 1936, number gives a comprehensive outline of the basic educational objectives of the secondary schools cooperating in the experiment and the instruments and methods of evaluation which are being developed. The major objectives for which evaluation instruments are being devised are: (a) thinking, (b) interests, aims, and purposes, (c) attitudes, (d) study skills and habits, (e) social adjustment, (f) creativeness, (g) functional information including vocabulary, and (h) a functional social philosophy.

DAVID SEGEL



In Other Government Agencies

Office of Indian Affairs

EACH NAVAJO COMMUNITY SCHOOL is not only a school but a common clinic, shop, office, sewing room, library, kitchen, assembly hall, countinghouse, amusement center, club, and public forum for each and every member of the community, according to a recent issue of *Indians at Work*.

Informal learning of English has gone far ahead of the possibilities of the classroom, it is claimed, as individuals of all ages abandon the interpreter in, and stress and interest of, their new activities which deal with health, food, cooking, sewing, washing, ironing, spinning, weaving, writing, reading, woodworking, leather work, shop work, athletics, amusement, road building, hauling, drawing, silver-smithing, and what not.

CHILDREN OF THE SEMINOLE DAY SCHOOL, Dania, Fla., raise potatoes, onions, cabbages, and radishes for their school lunches.



Portion of ancient wall, Kinishba Pueblo, restored by University of Arizona summer students.

UNDER THE DIRECTION OF BYRON CUMMINGS of the department of archeology, University of Arizona, and with the aid of E. C. W. funds, Apaches from the nearby Indian reservation have aided summer students of the University of Arizona in their task of restoring the ancient Pueblo of Kinishba.

TRAVELING LIBRARIES have been introduced in the Rosebud and Pine Ridge Indian Reservations in South Dakota to supplement the permanent school libraries. Collections include the most popular juvenile fiction, books on popular science, travel books, histories written especially for young readers, and collections of verse; for the teacher, a professional book or two and some marked copies of professional magazines; for the adult Indian, a few best sellers of some years ago and health and agriculture bulletins. The box of books is sent out from the education office at the agency to each of the day schools at the request of the teacher.

A TRACTOR SCHOOL and repair shop has been opened at the Phoenix Indian School under the supervision of the school authorities on a continuous and "pay-as-

you-go" basis to provide specialized and intensive vocational training for Indians who desire to improve their knowledge and ability in the automotive field.

ROSE K. BRANDT, supervisor of elementary education, Office of Indian Affairs, Department of the Interior, in the belief that Indian children, like white ones, learn to read more easily and with greater enthusiasm when the subject matter deals with experiences close to their own child life, recently spent 6 months compiling and editing a series of Indian children's verses and drawings.

An experimental edition of these simple books, based on the experiences of Indian children, illustrated, compiled, and written as part of their classroom activities, was printed by the students in the Chillico and Haskell print shops.

Copies of the first three volumes—Feast Day in Namba, Shaker our Monkey, and Shaker's Health Book—have been distributed to all elementary schools in the Indian Service in sufficient numbers to be available for use with younger children. A few copies have been sent to each of the high schools also for incorporation in their libraries.

Although originally prepared for Indian Service schools as part of their program, another printing may be made if the demand from outside sources warrants it, according to the Office of Indian Affairs.

Social Security Board

APPROXIMATELY 1,478,400 — 1,132,800 aged, 313,900 dependent children, and 31,700 blind—are receiving assistance in 43 States and Territories which have established public assistance plans in cooperation with the Federal Government, according to current information from the Social Security Board. The average amount paid to aged individuals under all approved plans of the Board is estimated at \$18.70 a month; in the case of aid to dependent children, \$10.60; and in the case of the blind, \$24.70.

National Youth Administration

EXPENDITURES for National Youth Administration student aid programs as of July 31, 1936, according to NYA circular no. 10, were:

For	Amount
School aid.....	\$9,569,949.47
College aid.....	13,448,132.09
Graduate aid....	979,289.56
Total.....	23,997,371.12

Works Progress Administration

MORE THAN 34,000 TEACHERS are employed to teach the approximately 1,324,000 individuals benefiting from the Works Progress Administration's educational program, according to Harry L. Hopkins, Administrator. The following table shows the number of teachers, enrollees, and classes in the educational program by classifications:

Classification	Teachers	Enrollees	Classes
General adult.....	13,029	573,166	39,480
Literacy.....	5,600	189,375	15,403
Workers.....	836	46,576	2,685
Vocational.....	4,814	207,348	14,210
Parent education.....	931	56,691	3,362
Nursery schools.....	4,982	46,661	1,466
Freshman college.....	455	7,962	67
Correspondence study centers.....	310	14,900	596
Other educational projects.....	3,483	181,456	10,643
Total.....	34,440	1,321,144	87,912

FORTY-FIVE THOUSAND HISTORICAL and geographical Braille maps will be distributed under W. P. A. auspices to 78 schools for the blind. Dots and dashes indicate the boundaries on the outline maps. On the physical maps masses of large raised dots indicate mountains, and masses of tiny dots indicate water. On the historical maps capitals are indicated by large dots surrounded by rings; other cities are indicated by smaller dots.

MARGARET F. RYAN



In Other Countries

CONTROL OF ALL EDUCATION in Hyderabad, one of the largest of the Indian States, is placed in the hands of public authorities by a recent educational reconstruction. The new scheme provides four stages of education. The first or primary stage will last 5 years and offer the minimum general training required to insure permanent literacy. Following this is the secondary and vocational stage of 4 years for children of practical aptitudes who wish to go beyond the primary stage but have no literary bent. The third or high-school and technical stage will present curricula of various lengths to prepare students for the university, and for admission to clerical, agricultural, and technical positions and training. The final or university stage is 3 years in duration.

To enlist active public cooperation, a board of secondary education is being established to supervise the courses of study and the examinations in the secondary, vocational, and technical schools. The membership of the board will represent all interests with special representation being given to women so that they may have an influence in matters relating to the education of girls. After a trial period of 5 years, a critical review of the new system is to be made.

THE PUBLICATION IN FRENCH AND SPANISH of a collection of works on early American history and civilization is being planned under the sponsorship of the committee on intellectual cooperation of the League of Nations. The era covered by the studies will be from approximately 1492 to 1600. The series will include 15 on ethnology, linguistics, and archeology, and 25 on history and geography. The Government of Argentina proposes to help realize the project by contributing annually 25,000 pesos to it, and the institute of historical research of the University of Buenos Aires will be responsible for the volumes of the Spanish edition. The Governments of Ecuador, Mexico, Peru, and Venezuela have offered material support. In the United States, Stanford University, the University of North Carolina, Ohio State University, and the public libraries of Cincinnati and Cleveland may aid it.

Credit for initiating the scheme is due to Argentina whose delegate submitted the original proposal to the assembly of the League in 1934. A definite plan was worked out by the Institute of Intellectual Cooperation and laid before the Assembly in 1935. It discussed not the desirability of the plan, but the means of giving effect to it. At the 1936 meeting the assembly warmly endorsed the proposal, and took cognizance of the material support offered for carrying it out.

A VETERINARY ACADEMY at Kaunas, Lithuania, authorized by law of August 1936, was officially opened September 19 by the Lithuanian Minister of Agriculture and 25 students were accepted for the first semester. The annual convention of doctors of veterinary science was held on the same day. Lithuania is an agricultural country with its rural area divided up into small holdings. Over three-fourths of its people are engaged in livestock raising, dairying, and agricultural pursuits. The new academy is urgently needed to provide graduate veterinarians to help the farmers and

furnish a staff of expert officials to deal with the neighboring countries, especially Germany, to which Lithuania exports its livestock and byproducts.

The curriculum will be 5 years in duration. Temporarily, most of the instruction is being given by the medical faculty of the University of Vytautas the Great at Kaunas and the requirements for admission are the same as those for the medical faculty. Special work in animal anatomy is done in the Veterinary Bacteriological Institute at Kaunas. The academy is under the supervision of the ministry of agriculture.

A "BIBLIOGRAPHY OF NEW ZEALAND EDUCATION" by Mary Mules and A. G. Butchers is now available. It is Educational Research Series No. 2, published by the New Zealand Council for Educational Research at Wellington in late 1936.

The bibliography is intended to be exhaustive, but the director of the council says of it:

"It will be a poor student of education who cannot find in this bibliography a complete omission, a faulty date, a wrong initial, or, if all else fails, an inconsistency in punctuation. In most of its sections, it aims at being complete and months have been spent to make it so, but in such work, a law of diminishing returns always makes one stop short of perfection. When the 'margin of profitable cultivation' is reached, it is most economical to publish the bibliography in all its imperfection, and then quietly wait for a crop of corrections to come in from the critics free of cost."

Unfortunately, the compilers felt that they were unable to select from the many publications mentioned a short list which could serve as an introduction to the study of New Zealand education by persons overseas.

The bibliography is one of the earliest productions of the young New Zealand Council for Educational Research founded in 1934 with the aid of the Carnegie Corporation of New York which appropriated for it \$87,500 payable in five equal annual grants.

FROM CUBA COME REPORTS that Educational Missions (Misiones Educativas), apparently somewhat similar to the Cultural Missions of Mexico and the Pedagogical Missions of Spain, have been set up to help with the 700 rural schools recently established in the most inaccessible parts of the island under Army management. An educational mission has six members: A professor, who is chief of the mission;

an Army sub-lieutenant, for discipline, physical education, and military instruction; a teacher of agriculture and animal husbandry; a teacher of trades such as carpentry, stone masonry, painting, etc.; a graduate man nurse, to deliver lectures and teach how to avoid parasitic diseases; and a domestic science teacher, for the girls and farm women. Before entering on their work, the members, although already well trained in their respective lines, undergo a short special course of 60 days which will later be extended to a longer period.

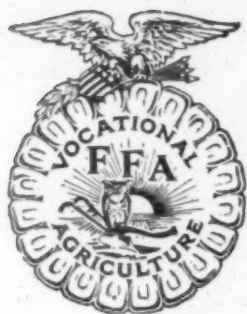
Each mission serves a zone of 25 schools, the members working in the schools from Monday to Friday every week and relieving each other in rotation throughout the year. A school matriculates 50 to 80 children during the day and 25 to 30 adults from 7 to 9 o'clock for 3 evenings a week. With motion pictures and the radio, with lectures, demonstration, and teaching, the hope is that the people in the very remote sections of Cuba may be helped to lead more healthful, happy lives.

AN INSTITUTE OF TECHNOLOGY was established at Tallinn, Estonia, September 14, 1936, under the auspices of the Estonian Government. This new institution of higher learning takes the place of the former school of engineering of the University of Tartu. The school has been closed and its professors and students transferred to the institute. Founded by presidential decree of June 25, 1936, the institute has three divisions: Civil, chemical, and mechanical engineering, in each of which the normal curriculum is 4 years in duration. The national materials-testing station is incorporated with it. Facilities are also provided for advanced study and research leading to the degree of doctor of engineering. It is supported by national funds, and for the installation and equipment the Government granted 500,000 Estonian kroons, about \$135,000 in coinage of the United States.

The institute is coeducational, has a teaching staff of 20, and enrolls 400 students. Its present rector is Dr. P. N. Kogerman, a former research fellow of Harvard University.

JAMES F. ABEL

EDITOR'S NOTE.—*School Life* appreciates receiving reports and information from school officials that may be of value to officials in other States and communities. Send in your news!



F. F. A. News Bulletin

CONNECTICUT

Alex Sepowitz of Windham Chapter F. F. A. was the northern division winner in the North Atlantic regional contest for the best vocational agriculture poultry boy of the year at the Poultry Industries Exposition in New York City. Veteran poultrymen marveled at his accomplishment 1 year after graduation. He achieved an annual labor income above \$2,500 from 600 layers housed, 3,000 broilers raised and marketed, 7 acres of corn for grain, and goes into this winter with over 1,900 pullets and hens housed. Developed from his supervised farm practice on a farm previously devoted to dairying made the results more outstanding.

WYOMING

Dean Pence, president of the Wyoming association, in a letter to members in that State says:

This year, we have the honor of having Joe Black, one of our own boys for national president of our organization. He will do his best but he needs our support. Let us do all within our power to make this the best year we have ever had and get back of our national president one hundred percent.

OHIO

As a part of the Ohio School of the Air, vocational agriculture programs are being broadcast over stations WLW, WOSU, WCOL, and WHK. These programs occur on Monday from 2:45 to 3 p. m., E. S. T.

PUERTO RICO

The following supplementary statement regarding leadership was included in the 1936-37 annual program of work of the Caguas-Turabo Chapter. It is significant, encouraging, and challenging to all F. F. A. members.

Though we could point to more than one case of true leadership in our chapter,

there is, however, one case which deserves mention above the others. This is Arcadio Perez. He is the actual president of the chapter. In our last meeting he said, "I urge all of you boys to be prepared to be president of the chapter as I am prepared. I have trained myself in responsibility, enthusiasm, and moral character for this presidency since I was a green hand." All persons who know him assure that such is the truth. He excels in the following:

1. He knows his part in the ceremonies by heart.
2. He knows where the insignia ought to be and why every officer is in his place.
3. He knows how to transact business according to parliamentary procedure.
4. He is the only boy in the chapter who is able to deliver a speech to an audience without previous preparation. His effort is always greater than his ability.
5. He is always alert on the date when the chapter is to meet and has called the chapter this year to two extra sessions.
6. In our initiation he was quite busy investigating which boys qualified.
7. He offered himself voluntarily to be a member of all committees appointed.
8. He stayed after class in two occasions to paint and equip our thrift bank.
9. He called the boys to a meeting and got them to agree to work on Saturdays in the construction of our roadside market.
10. He has already prepared a speech for the public-speaking contest and in a debate held his speech was the best.
11. He has a good tobacco project and some animals.
12. On two occasions he has helped the instructor in meetings with farmers by personally inviting them to come to the meeting.

Not only because of these, but more because of his interest and efforts to make a success of chapter activities, we can point him out as the true leader of our chapter.

WISCONSIN

New chapters of F. F. A. are reported at Clear Lake, Edgerton, Shullsburg, Cameron, Athens, Stratford, and Lake Mills.

CALIFORNIA

"S'posin" Tom Johnson and his teacher, Glenn Jones, are appearing as a radio team on Tuesdays at 9:30 a. m. (P. S. T.) over Stations KPO and KFI. This is a vocational agriculture broadcast. Their story is a drama of farm life in California—a rural boy who wants to know and a friendly teacher who wants to help. The series is sponsored by the State Department of Education through the Bureau of Agricultural Education and

National F. F. A. Radio Program for 1937

Annual Theme—"The Farm Home"

Monthly Themes:

- | | |
|-------|-----------------------------|
| Mar. | 8—Improving the Exterior. |
| Apr. | 12—Providing Food. |
| May | 10—Good Health. |
| June | 14—Music. |
| July | 12—Rural Aids and Services. |
| Aug. | 9—Improving the Interior. |
| Sept. | 13—Schools and Instruction. |
| Oct. | 11—The Farm Workshop. |
| Nov. | 8—Light, Heat, and Power. |
| Dec. | 13—A Satisfying Farm Home. |

includes up-to-the-minute news of F. F. A. activities.

KANSAS

The December issue of the Kansas Future Farmer, State Association publication, carried an excellent article prepared by C. O. Banta, adviser of the Ottawa chapter on "Building the Annual F. F. A. Activity Program." It includes the analysis of the programs of the 10 outstanding chapters in the State for 1936.

PENNSYLVANIA

The Pennsylvania School Journal recently carried a story on the achievements of Clayton Hackman, Star American Farmer for 1936.

NORTH CAROLINA

Nine of the chapters in Union County have organized a county-wide unit of F. F. A. They call themselves the "Live Owls." The purpose is to secure closer cooperation in connection with F. F. A. activities of "Young Tar Heels" residing in the county.

MONTANA

Officers of the Montana Association have planned a State-wide chapter contest for the 1937 convention. The report from each chapter is to be judged and all chapters ranked.

W. A. Ross

Physique of
School Children

State Provisions for Equalizing
the Cost of Public Education

AUTHORITY OF
STATE EXECUTIVE AGENCIES
OVER HIGHER EDUCATION

STATISTICS OF
THE EDUCATION OF NEGROES
1929-30 AND 1931-32

TESTING PRACTICES OF
HIGH-SCHOOL TEACHERS

GRADUATE WORK IN ENGINEERING
IN UNIVERSITIES AND COLLEGES
IN THE UNITED STATES

UNITED STATES DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION

Bulletin, 1936, No. 2

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- ☐ Bulletin 1937, No. 1, Pt. II, City School Officers 05
- ☐ Bulletin 1936, No. 18-6, Youth—Community Surveys 15
- ☐ Bulletin 1936, No. 18-5, Youth—Finding Jobs 10
- ☐ Bulletin 1936, No. 18-4, Youth—Vocational Guidance for Those Out of School 10
- ☐ Bulletin 1936, No. 18-3, Youth—Education for Those Out of School 10
- ☐ Bulletin 1936, No. 18-2, Youth—Leisure for Living 15
- ☐ Bulletin 1936, No. 18-1, Youth—How Communities Can Help 10
- ☐ Bulletin 1936, No. 16, A Step Forward for Adult Civic Education 10
- ☐ Bulletin 1936, No. 15, Authority of State Executives over Higher Education 10
- ☐ Bulletin 1936, No. 10, Scholarships and Fellowships 15
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- ☐ Bulletin 1936, No. 6, Safeguarding Democracy Through Adult Civic Education 05
- ☐ Bulletin 1936, No. 5, Bibliography of Research Studies in Education, 1934-35 25
- ☐ Bulletin 1936, No. 4, State Provisions for Equalizing Cost of Public Education 10
- ☐ Bulletin 1936, No. 3, Junior Colleges 15
- ☐ Bulletin 1936, No. 2, Young Children in European Countries 15
- ☐ Bulletin 1935, No. 13, Statistics of the Education of Negroes 10
- ☐ Bulletin 1935, No. 2, Chapter II, Statistics of State School Systems 10
- ☐ Bulletin 190, Vocational Rehabilitation of the Physically Handicapped 10
- ☐ Bulletin 188, Young Men in Farming 15
- ☐ Bulletin 185, Aviation in the Public Schools 15
- ☐ Bulletin 151, Vocational Education in Home Economics 30
- ☐ Leaflet No. 37, Physique of School Children 05
- ☐ Leaflet No. 36, Educational Law: Selected References 05